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SOME OBSERVATIONS ON THE METHODS OF THACHING GRADE WINE SOCIAL STUDIES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF ARTS

COLLEGE OF EDUCATION

BY
PETER NEWTON RUSSEL MORRISON

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#### INTRODUCTION

My purpose in undertaking this investigation in social studies was to check my own procedure in teaching this course with procedures and techniques recommended by specialists.

My method as here outlined is to state the need for social studies instruction and to define the term "social studies". Then I have listed a comprehensive statement of objectives to be followed. I have shown how these objectives may be realized. I have quoted specialists in the social studies to prove the psychological and pedagogical soundness of the arguments I have raised in support of fundamental procedures in the teaching of social studies.

In reporting results of my experiences I have gone beyond authorities to the opinions of anonymous students who are
taking this course in social studies now under the methods I
have enumerated here and who have experienced earlier stages
of the course under other methods.



#### CHAPTER I

# THE NEED FOR A SOCIAL EDUCATION Why We Need Social Studies

Mr. H. G. Wells has stated in graphic language the need for that type of education contained in the various social studies courses which have been announced by educationists in

recent years. " ..... the main battle is an educational battle, a battle to make the knowledge that already exists accessible and assimilable and effective. The world has moved from the horse-cart and the windmill to the aeroplane and dynamo but education has made no equivalent advance. The new brains that are pouring into the world are being caught by incompetent and unenlightened teachers, they are being waylaid by the marshalled misconceptions of the past, and imprisoned in rigid narrow historical and political falsifications. We cannot do with such a world population. We cannot build a new civilization out of two thousand million pot-bound minds. It is all poor, damaged material we have to deal with. Such cramped and crippled stuff might serve well enough for the comparatively unshattered social and political routines of the nineteenth century but it will not serve today. It is dangerous, as catastrophically inert, as loose sand piled high, and always rising higher, over the excavation for a highway ..... ..... Is there really anything we can call education ...... at the present time? Or is what passes for education only a sort of systematic softening of the brain?"11

In an earlier book Mr. Wells states a similar view. He says that it is only since the world war that people have begun any serious and sustained attempt to understand the state of affairs in this machine world. A few have begun to realize that for a new time there was needed a new education. The teachers and schools are not wholly to blame. Adult education is needed to persuade the last generation that acceptance of a new and living education is necessary.

<sup>1</sup> Wells, H.G., "The Work, Wealth and Happiness of Mankind" pp. 7-8.
11 Wells, H.G., "An Experiment in Autobiography", p. 328.



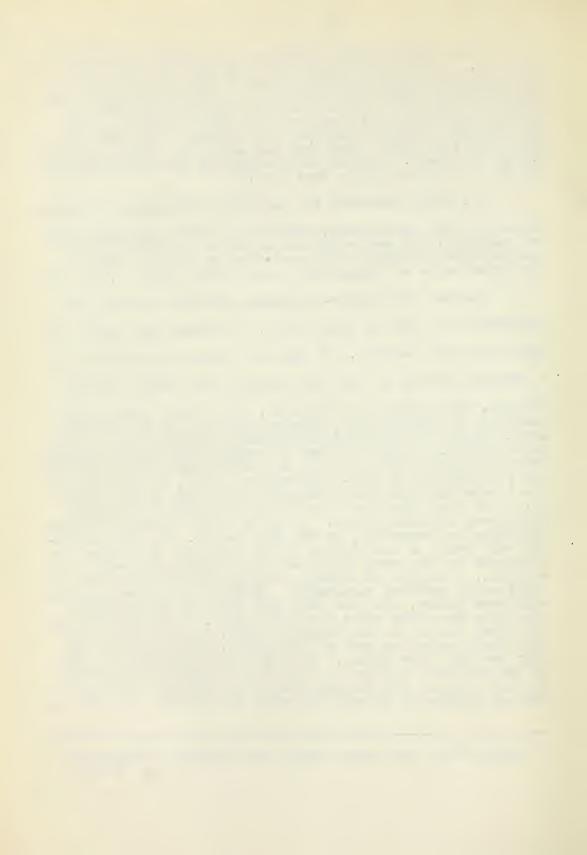
"The present state of affairs is a queer and paradoxical one. People leave school and then for the first time hear properly of the new history and of the leading ideas of modern biology which are essential to a modern ideology. They learn for the first time of socialism and of communism, of monetary and financial questions, of tariff issues, and of all the vast tangle of property and business. All this has been kept from them. They have had hardly an inkling of these things at school. And yet such things are the very substance of the lives these people must live."

Mr. Wells concludes his sweeping condemnation of modern education with these words, "Mankind is living too ignorantly and casually, and such education as exists is limited, incoherent and confused in its statement of reality. That is the chief cause of unhappiness in the world today ......"

Another philosopher-historian, Bertrand Russell, has condemned the world as being "mad". He blames the school for permitting this madness. He has this to say of the need for a training similar to that now given by the social studies

classes, "Our world is a mad world. Ever since 1914 it has ceased to be constructive, because men will not follow their intelligence in creating international co-operation, but persist in retaining the division of mankind into hostile groups. This collective failure to use the intelligence that men possess for purposes of self-preservation is due, in the main, to the insane and destructive impulses which lurk in the unconscious of those who have been unwisely handled in infancy, childhood, and adolescence. In spite of continually improving technique in production, we all grow poorer. In spite of being well aware of the horrors of the next war, we continue to cultivate in the young those sentiments which will make it inevitable. In spite of science, we react against the habit of considering problems rationally. In spite of increasing command over nature, most men feel more hopeless and impotent than they have felt since the Middle Ages. The source of all this does not lie in the external world, nor does it lie in the purely cognitive part of our nature, since we know more than men ever knew before. It lies in our passions; it lies in our emotional habits; it lies in the sentiments instilled in youth, and in the phobias created in infancy. The cure for our problem is to make men sane, and to make men sane, and 4

<sup>1</sup> Wells, H.G., "The Work, Wealth and Happiness of Mankind", p. 38.



to make men sane they must be educated sanely. At present the various factors we have been considering all tend toward social disaster. Religion encourages stupidity and an insufficient sense of reality; sex education frequently produces nervous disorders, and where it fails to do so overtly, too often plants discords in the unconscious which makes happiness in adult life impossible; nationalism as taught in schools implies that the most important duty of young men is homicide; class feeling promotes acquiescence in economic injustice; and competition promotes ruthlessness in the social struggle. Can it be wondered at that a world in which the forces of the State are devoted to producing in the young insanity, stupidity, readiness for homicide, economic injustice, and ruthlessness - can it be wondered at, I say, that such a world is not a happy one? Is a man to be condemned as immoral and subversive because he wishes to substitute for these elements in the moral education of the present day intelligence, sanity, kindness, and a sense of justice? The world has become so intolerably tense, so charged with hatred, so filled with misfortune and pain that men have lost the power of balanced judgment which is needed for emergence from the slough in which mankind is staggering. Our age is so painful that many of the best men have been seized with despair : the means of happiness for the human race exist, and it is only necessary that the human race should choose to use them."1

We bring the evidence of a third philosophic mind to support this statement of a need for a social education.

Henry Neumann states the urgent need for a socially useful education. To promote his demand for a definite attempt to socialize man he quotes Emerson thus: "(We need men) who are not content to slip through the world like a footman or a spy, escaping by his nimbleness and apologies as many knocks as he could, but a brave and upright man, who must find or cut a straight road to everything excellent and not only go honor-

ably himself, but make it easier for all who follow him, to go

Next, Neumann pleads for the development of the personal qualities of manhood in the public schools. Truth, perseverance, constructive energy, a horror of mediocrity must be

in honor and with benefit,"2

<sup>1</sup> Russell, Bertrand, "Education and the Social Order" pp. 246-248

<sup>2</sup> Neumann, Henry, "Lives in the Making".



engrained in our school product. In his plea for tolerance

Neumann quotes the Persian sage Abdu'l Baha, "Light is good in whatsoever lamp it is burning. A rose is beautiful in whatsoever garden it may bloom. A star has the same radiance whether it shines from the east or the west."

There is a need, says Neumann, for the school to promote the growth of these qualities.

Professor Alexander Goldenweiser of the Oregon State
System of Higher Education has thus expressed the need for a
social course to take up the lag between technological and

social progress, "Man has solved the problem of living in nature ...... We live comfortably and could do so even more comfortably if certain problems not involved in nature were also solved ...... Combining theoretical, experiment-al, and organizational factors, we have learned to construct and operate industrial plants which would more than suffice for all purposes of need, convenience, comfort and even lux-ury for all if the human situation were as intelligently and competently handled as in the technological one. ...... In comparison the human scene has lagged behind. ..... The individual, pulled hither and thither by conflicting currents of influence, economic, political, moral, intellectual, is whirling about in bewilderment if not in despair ...... In a physical world man has learned to harness, he has become strong almost without limit. Now that he has the opportunity to become wise and sensitive and good in matters human, he has run amuck among other men : he is suspicious, envious, selfish, unsocial, prejudiced, and above all bewildered and incompetent. We have, in fact, come to such a pass that it is not at all unlikely, as Santayana says, that 'civilization is perhaps approaching one of those long winters that overtake it from time to time; an Ice Age more horrible than any of the past because what is congealed in it is humanity itself."

"What confronts us, then, is the problem of society, of social life, of man among men, man versus man ...... If it is to be democracy and education, it seems that the teacher must be the agent, the social sciences, the tool, and the school the place ...... The school has an opportunity to lead. If it fails to seize it, it may find itself unable even

to follow."2

<sup>1</sup> Meumann, Menry, "Lives in the Making"

<sup>2</sup> Stanford University Report, "Social Education" pp. 32-34



race of clear-thinking, unprejudiced people."1

These historians and philosophers are not alone in their pessimistic attitude regarding the nature of the deficiencies of social education in recent years. An educationist, Dr.

Neal Billings, criticizes modern social education in a spirit that parallels the ideas of Mr. H. G. Wells, Mr. Bertrand

Russell, and Professor Neumann. Dr. Billings writes: "It is granted that the existing courses acquaint children with many of the main facts of life. But there is evidence that not all the important facts are presented nor are the vital interrelationships indicated. Not only the facts but the relationships between them must be made clear if we are to produce a

Dr. Billings adds that the attainment of the goals, tolerance and understanding, is essential. He cites numerous instances to prove that tolerance and understanding are needed in our social relationships on this planet.

phasis be placed on the social aspects of life, "But if the American school should desire to provide the leadership for socially-useful work of children and youth, school people must vastly increase their vision and their techniques. The school program must shift its emphasis from the classical and academic approach to the emphasis on the solution of problems facing children and youth, here and now, and it must foresee the problems of the future. The typical curriculum of the traditional elementary and secondary school and higher institution has lacked a vitality and meaning for children and youth. School tasks have been almost exclusively unrelated to the life going on about the young in home and community. These young people have accomplished their appointed tasks with as little pain and effort as possible and have cheered the approaching vacation."

In Year Book Three of the John Dewey Society the authors state a great and growing need for a social education.

They claim that they criticize not in a carping spirit but rather from the attitude that true educational needs will be met only after attacks on the school's delinquencies have been

<sup>1</sup> Billings, Dr. Neal, Generalizations Basic to the Social Studies Course p. 22

<sup>2</sup> Hanna, "Youth Serves the Community, p. 269



turned to constructive account. Therefore they state the

school's delinguencies thus: "What must be said of the effectiveness of the American school in view of the negative and disintegrating forces at work in the contemporary social scene? Has this great institution functioned as an indigenous and unifying factor in our wider life, or has it been content to play the rather irresponsible role of an undiscriminating but obedient servant to all sorts of conflicting social claims and interests? Has the school incorporated into its immediate mechanism a critical interpretation of the factual conditions set forth in the preceding chapters - those powerful crosscurrents of social-economic-political pressure which today are shattering the nerves of millions among us and leaving the rest with doubtful security and uncertain objects of loyalty? Or has this institution been preoccupied with its own intellectual specialisms, leaving the deeper forces of life to enter how they may and to shape in untoward ways the more unconscious dispositions and outlooks of individuals? Can it honestly be said that our schools now serve helpfully to reduce those deep clashes of attitude and interest which so dangerously divide us and which at the moment are wreaking such havoc to the emotions and aspirations of our people? Does not the strictest candor compel recognition that the school has allowed its routines and materials to become so crystallized and disjoined from life's raw realities that as a unifying force its effectiveness has been abortive and impotent?"1

The authors, Fredrick and Sheats, have this to say regarding the duty of the school in assuming responsibility for

direction of social progress: "It may well be said that to date our schools have been little short of useless and futile as instruments for the preparation of an aroused, alert citizenry. It may well be that what citizenship we have produced in the United States has been in spite of rather than the result of cur formal educational system. ......... Acceptance of either or both of these assumptions does not relieve the school of the responsibility for civic education and the production of a higher type of civic participation. If democratic government is to be preserved, the school is the only agency with the necessary equipment, support, and clientele to do the job. Outside agencies - the home, the community, the church - may contribute invaluable assistance, but in the last analysis the school must assume and rise to the major responsibility."2

<sup>1</sup> Rugg, Harold (Editor) "Democracy and the Curriculum" pp. 155-156.

<sup>2</sup> Frederick and Sheats, "Citizenship Education Through the Social Studies" p. 27.



Regarding the responsibility of the schools in connection with social problems. Year Book One of the John Dewey

Society has this to say: "We of today have at our disposal a school system contrived to further democratic ideals. That system needs improvement along many lines, as we know only too well, but even so it stands as a great democratic achievement and represents a great potential agency of social service ....

We have the schools. They must henceforth do their part. The teachers of this land must accept the responsibility of bringing up a new generation that can and will grapple adequately with the new problems."

The answer to the demands of these gentlemen for educational reform seems to be contained in our new social studies courses.

#### What Is Social Studies?

As an answer to condemnation, educationists have devised a new curriculum and the core of that curriculum is social studies.

What is social studies? This question is answered by the 1933 Virginia State Committee on Education.

"We hold that the scope of social studies is the entire field of human relations ie. the unitary comprehensive view, as contrasted with the sterile idea of the field as simply the traditional subject matter of history, civics, geography etc."2

We have a second answer to the same question given by A. C. and D. H. Bining.

<sup>1</sup> Kirkpatrick, Wm.H., (Editor) "The Teacher and Society" pp. 66-67.

<sup>2</sup> Swindler, "Social Studies Instruction", p. 48.



materials of the social studies provide the basis for making the world of today intelligible to the pupils, for training them in certain skills and habits, and for inculcating attitudes and ideals that will enable boys and girls to take their places as efficient and effective members of a democratic society."

Billings gives us a picture of the fusion of subjects that now make up the social studies course. Billings writes, "Education which cuts up subject matter into artificial divisions, such as geography, civics, history etc., necessarily hampers the possibility of learning needed generalizations and facts in a way that can be useful in life."

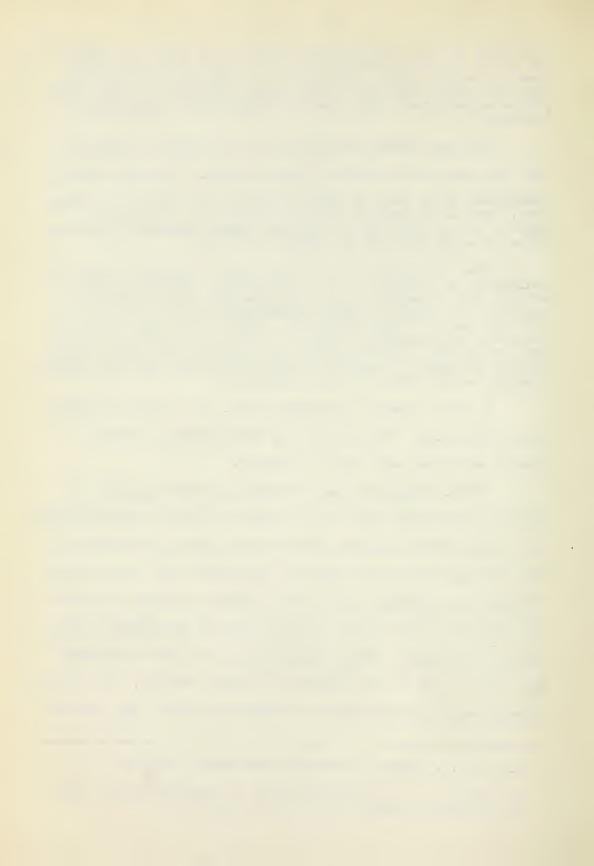
Then Billings quotes Harold Rugg as follows: "The organization of economic, social, political, geographic facts in natural relationships in one comprehensive course makes it possible for pupils to detect interrelationships which lie at the very heart of understanding. Indeed it is only when contemporary relationships are seen in their historical setting, when geographic generalizations are brought into close relationship to social, economic and political ones that real understanding of the total situation emerges."

A third answer is provided by Dr. E.B. Wesley of Minnesota University. This author has distinguished between "social sciences" and "social studies".

To Dr. Wesley the term "social sciences" applies to scholarly materials about human beings and their interrelations. They result from research, investigation and experimentation. They are concerned with detailed, systematic and logical study of human relationships which are of special concern to adults. The material of the social sciences are not necessarily technical or difficult. Their obligation is to exacting scholarship rather than to the demands of popular reading. The social sciences are the storehouses of knowledge rather than suitable

<sup>1</sup> A.C. & D.H. Bining, "Teaching the Social Studies", p. 3.

<sup>2</sup> Billings, \_\_ "A Determination of Generalizations Basic to the Social Studies Curriculum", pp. 16-17.



instructional materials for intermediate school students.

Dr. Wesley pleads for a precise use of terms that will discourage the indiscriminate use of "social sciences" and "social studies" as symonyms. To him the social studies are portions of the social sciences selected for use in school. "The social studies are the social sciences simplified." Both deal with human relationships but differ as to purposes. The tests of the social sciences are scholarship and social utility, whereas the test of the social studies is instructional utility. The social studies must be accurate but they meet this requirement when they are faithful portions of the social sciences, already proved in scholarship.

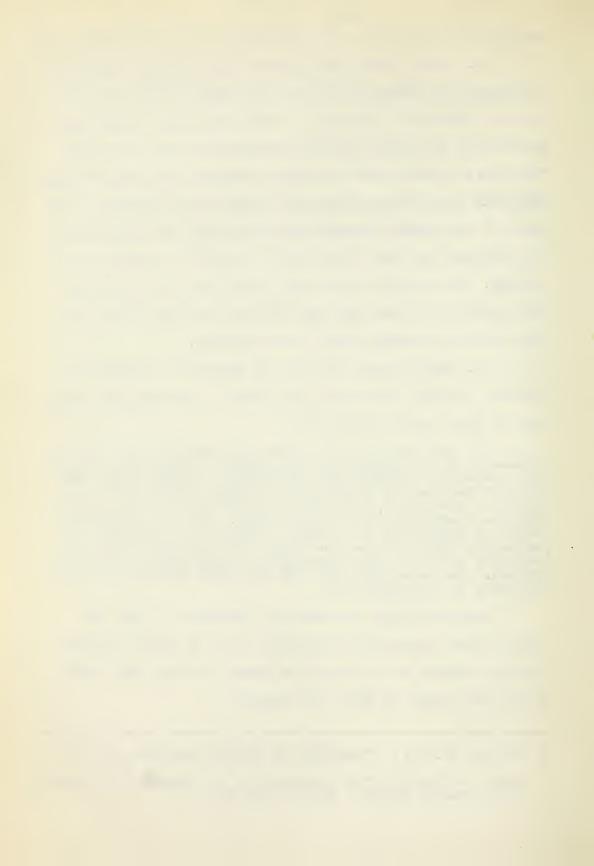
Dr. Harold Rugg, Professor of Education at Teachers'
College, Columbia University, has given a comprehensive statement of what social studies is.

"In constructing this course one question has constantly been in the foreground of our thinking: what facts, historical movements, meanings and principles do young people need to study together to understand the modern world? ......... Therefore historical, geographic, economic, and other materials are studied in close relationship. Whenever history is needed to understand the present, history is presented. If geographic relationships are needed to throw light upon contemporary problems, those geographic relationships are incorporated. The same thing has been done with economic and social facts and principles."

Professor Rugg continues his statement of what the schools must accomplish through the field of social studies, in such a manner as to provide an answer through this course to the criticisms of Wells and Russell.

<sup>1</sup> Wesley, Dr.E.B., "Teaching the Social Studies", pp. 3-7.

<sup>2</sup> Rugg, Dr. Harold, "The Introduction to Changing Civilizations in the Modern World", Int. III to IX.



Professor Rugg says, "The author firmly believes that young Americans can be given an appreciation of the significant contemporary problems of living together. Current conditions in America throw into sharp relief the critical need of teaching our youth to understand American life and its relation to the modern world. Our schools are confronted with the difficult task of educating pupils to become informed, thinking citizens. ............. It is of the utmost importance that schools bend every effort to introduce our young people to the chief conditions and problems which will confront them as citizens of the world. That is the essential purpose of the unified course in the social studies."

To those who do not believe the school should endeavour to prepare students to meet adult social problems Professor

Rugg answers, "The foundation of this new course is a series of studies of the basic modes of living and the problems of modern life, the great movements through which institutions and problems have evolved, and the chief concepts and principles which, as history has proved, lie at the root of living together."

Formerly history, geography, civivs, economics, and political science were taught as distinct subjects. Now they are united. A defense of this unification is undertaken by Professor Rugg.

"Why one general course rather than the separate studies of history, geography and civics? Because the chief aim is to understand modern life and how it came to be. To understand any institution or condition of life today the mind must utilize facts, meanings, generalizations, and historical movements that in the past have been set up as separate school subjects."

<sup>1.</sup> Rugg, Dr. Harold, "Changing Civilizations in the Modern World", (Int. iii to ix)

<sup>2.</sup> Ibid. pp. - -

<sup>3.</sup> Ibid.



#### CHAPTER 11

#### OBJECTIVES IN SOCIAL STUDIES

There is a need for a clear understanding of the objectives in all branches of education. That need is greatest of all in the social studies courses. Teachers do teach mathematics acceptably according to present standards without striving to put into practise fundamental social objectives. It is difficult to conceive how social studies can be taught at all unless the teacher has a clear-cut understanding of both the immediate and ultimate objectives to be attained.

Dr. Wesley and Objectives.

Dr. E.B. Wesley of Minnesota University, has given us a valuable introductory statement regarding objectives in general and also specifically in regard to social studies.

Dr. Wesley believes that the social studies have suffered from exaggerated statements of objectives. Enthusiasts have claimed that a course in social studies would lead to clear thinking, to sane banking, to a new social order. In stating the objectives of these courses educationists should not raise hopes which cannot be fulfilled. Statements of objectives should conform to possible accomplishments. The popularity of the social studies cannot endure if the public is encouraged to build up exaggerated notions of their efficacy.

In simple communities it is customary for the children to learn the necessary knowledge and skills of life from the

<sup>1</sup> Wesley, Dr. E.B., "Teaching the Social Studies" Chap. 9



parents. But society develops and grows complicated. Formal education becomes necessary. Many objectives for that formal education are enunciated. Since all possible suggestions regarding objectives cannot be followed some ideals come to be accepted by a large body of effective public opinion. Out of this situation there will emerge some clearly defined objectives for the schools in any particular community to follow.

In a simple society the purposes of the schools are to teach the skills that aid additional learning and a small amount of indispensable information. But today the schools are faced with the problem of admitting new cultural elements to reflect, somewhat inadequately, the civilization of which they are a part.

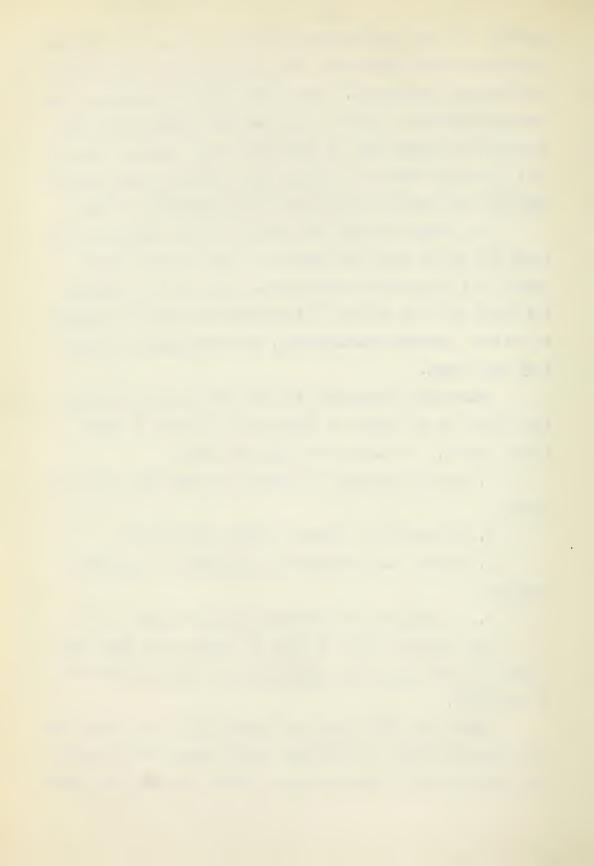
Educational objectives include those purposes of society which can no longer be achieved by the home or other social agency. An educational objective must:

- 1. have the approval of society or those who speak for society.
  - 2. be possible to achieve through instruction.
- 3. propose tasks within the capacities of the school population.
  - 4. be accepted and undertaken by the schools.

The objective might be that of society as a whole but unless it meets these four conditions it is not an educational objective.

Educational objectives are determined by the larger social objectives which in turn grow out of modern civilization.

"The schools must, sooner or later, reflect the beliefs, aspir-



ations, and hopes of the society that maintains them." In the long run educational ideals must be in conformity with social objectives. Since the schools are publicly supported agencies it is unlikely that they will run either far ahead of or far behind popular wishes. There is not necessarily a conflict between social and educational objectives. Educational objectives are social objectives that have been selected for realization in schools.

What are some social objectives? Dr. Wesley supplies a statement of social objectives prepared by The Report of the Commission of the American Historical Association on the Social Studies.

- 1. National Planning in industry business agriculture government
- 2. Social insurance.
- 3. Universal education for every age level.
- 4. Improved transportation.
- 5. Local, state, and regional planning.
- 6. The development of parks and playgrounds.
- 7. Preventive medicine and universal hospitalization.
- 8. The encouragement of the arts and sciences.
- 9. A reasoned equality of opportunity.
- 10. International cooperation.

Stated in another form these objectives are:

<sup>1.</sup> Wesley, Dr. E.B., "Teaching the Social Studies" p. 162.



- 1. To so utilize our resources, materials and technical, as to raise the standards of living.
- 2. To raise the level of living in order to promote the good life for all.
- 3. To promote the cultural enrichment of the American people.
- 4. To subdue acquisitive individualism in order to promote utility and beauty.
- 5. To combine aesthetics with utility in developing the potentialities of American life.
- 6. To prevent regimentation in ideas, cultural and invent-
- 7. To preserve individuality and freedom for personal and cultural growth.
- 8. To fulfill the promise of American democracy.
- 9. To cultivate toleration in order to lessen tension and to diversify culture.
- 10. To promote the spread of accurate knowledge and informed opinion among the masses.
- 11. To develop an enlightened attitude toward international relations.
- 12. To emphasize the cultural and economic unity of the world.
- 13. To check economic imperialism.
- 14. To emphasize the necessity of freedom of expression.
- 15. To emphasize the importance of the scientific method.
- 16. To infuse the social studies with the best possible plans and ideals. 1

<sup>1 &</sup>quot;The Report of the Commission of the American Historical Association on the Social Studies", Charter 79-81.



In 1934 the Mational Education Association offered a statement of desirable social objectives.

- 1. Hereditary strength
- 2. Physical security
- 3. Participation in an evolving culture
- 4. An active, flexible personality
- 5. Suitable occupation
- 6. Economic security
- 7. Mental security
- 8. Equality of opportunity
- 9. Freedom
- 10. Fair play.1

Each subject of the curriculum seems anxious to bear the total burden of objectives. No one course need or should assume the whole burden. A statement of objectives should be limited to those which it is possible to achieve in each subject.

Dr. Wesley has compiled a list of social studies objectives recommended by "The Report of the Commission of the American Historical Association."

- I. Information
- II. Skill in:
  - 1. Using libraries and institutions
  - 2. Using books and materials
  - 3. Sifting evidence
  - 4. Analysis

<sup>1 &</sup>quot;National Education Association Journal", (January, 1934) pp. 6-10.



- 5. Observation
- 6. Writing
- 7. Making maps, charts
- 8. Memorizing
- 9. Using the scientific method.

#### III. Habits of:

- 1. Neatness
- 2. Industry
- 3. Promptness
- 4. Accuracy
- 5. Cooperation
- 6. Economy of time and money.
- 7. Patience

### IV. Attitudes of:

- 1. Respect
- 2. Appreciation
- 3. Admiration
- 4. Faith
- 5. Responsibility
- 6. Helpfulness
- 7. Sympathy
- 8. Patriotism
- 9. Tolerance
- 10. Fairness
- 11. Broad-mindedness

# V. Qualities of:

- 1. Independence
- 2. Will Power



- 3. Courage
- 4. Persistence
- 5. Alertness
- 6. Imagination
- 7. Initiative
- 8. Creativeness

The ideas of a majority of the authorities that I have studied agree that in the social studies courses the main objective must be to train students to take their places as efficient members of society. The needs of society are to determine the courses in the social studies.

Dr. A.C. Bining of Pennsylvania is an able protagonist of this view. He has this to say regarding social studies objectives, "The social sciences are bodies of organized knowledge and thought about human affairs. The social studies, while drawing upon the social sciences for their subject matter, have as their chief aim the training of boys and girls to take their places as efficient members of society."

He states clearly that worthy and effective citizenship is the main objective of social studies.

"Each subject has its own particular contribution to make toward the training of worthy citizens. The social studies however by virtue of their special content and owing to the methods which may be used in teaching them, should contribute most directly toward that end."

Dr. Bining then states two general aims regarding the contribution of the social studies to education. (1) "the enrichment and development of the lives of pupils to the greatest extent of their abilities and powers within their environment.

(2) the training of pupils to take their places in a democratic

<sup>1</sup> Bining, Dr. A.C., "Teaching the Social Studies in Secondary Schools", pp. 27-28)



society in such a way as to make their country a better place in which to live."

Dr. Bining includes five specific objectives of the social studies:

1. <u>Knowledge.-</u> "The outstanding objective has been the teaching of facts." 2

Bining does not approve of this as the fundamental aim especially when the facts are unrelated. However, some facts must be learned very thoroughly.

## 2. The Development of Reasoning Power and Critical Judg-

ment.- "In order to reason a large body of associated facts is essential. To solve a new problem, old experiences must be brought to mind and the elements of the old situation taken to meet the response of the new."4

The difference between learning facts and reasoning is made clear by Dr. Bining. Reasoning involves purely mental processes of thought but only memorization is involved where the student is set the task of learning accepted facts.

<sup>1.</sup> Bining, Dr. A.C., "Teaching the Social Studies in Secondary Schools", pp. 37-38.

<sup>2.</sup> Ibid. p. 38.

<sup>3.</sup> Ibid. p. 38.

<sup>4.</sup> Ibid. p. 40.



"The social studies must be the chief media to train pupils to render social judgments and to draw generalizations after sufficient and proper data have been gathered."

Dr. Bining follows his statement of this objective through to urge that practise in forming critical social judgments in the form of generalizations based on a consideration of the available facts in the path to real knowledge. Critical judgment cannot be bestowed upon a student. It is a capacity he will acquire through examining his facts critically and by formulating ideas of his own that can face critical judgment by himself and others.

3. Training in Independent Study. - Dr. Bining writes, "One of the most important objectives which must be set up in the social studies is the ability to study independently."

This training does not come by exhortation. The development of correct study habits is vital. A technique of study must be acquired by the pupil under the guidance of the teacher. The ability to proceed into independent study marks a distinct intellectual advance.

4. The Formation of Habits and Skills. These habits include a wide range from the formation of the general habit of using reference and textbooks intelligently to the habit of controlling the emotions under extreme provocation.

The skills desired include the technique of using sources of information in social studies.

5. <u>Desirable Patterns of Conduct</u>. - Dr. Bining says, "It is necessary to develop desirable patterns of conduct and to

<sup>1.</sup> Hining, Dr. A.C., "Teaching the Social Studies in Secondary Schools", pp. 40-41.



aid in the building up of character in the lives of pupils in order to produce good citizens."

These patterns must be built up through practise because experience has taught educationists that the former methods of moralizing were ineffective. The teacher's own attitude towards self-control, patience, sympathy, and self-respect will be vital to the child's attaining of a correct attitude toward these qualities of character.

There is not complete agreement as to what constitutes the elements of character. There are, however, general basic considerations of right and wrong fundamental to our cultural growth. Ideals are essential. Attitudes of loyalty, truthfulness, tolerance, cooperation, scientific-mindedness, civic gratitude and intelligent optimism should be developed. It is important that pupils develop appreciations of the benefits afforded to them under our democratic system of life.

Dr. Bining places on the shoulders of the school the blame for much of our present day social vandalism and demands specific social objectives in the future: "Our educational

system has achieved much in producing literate citizens. If it is to become a power in American life, however, it must produce not only an informed citizenry, but also citizens keenly aware of public questions and problems, critically observant of the acts of their duly elected representatives, conscientious in all their relationships, and possessing the desire to do all they can to bring about the ideals of a truly democratic society. The schools cannot ignore present conditions, with the injustices, vulgarities, and corruption manifest in our modern society. They must train pupils effectively so that the citizens of the future will take a common interest and an active part in good government as well as exercise a high and fearless morality in their social relation ships."<sup>2</sup>

<sup>1.</sup> Bining, Dr. A.C., "Teaching the Social Studies in Secondary Schools", p. 42.

<sup>2.</sup> Ibid. p. 372.



Frederick and Sheats outline the qualities that they expect the school to instill in its product: "The good citizen must therefore possess a genuine interest in the welfare of mankind on a planetary scale and be guided in the expression of that interest by the scientific temper."

And again: "By the scientific temper is meant rational thought. The attack on issues of the day by our ideal citizen will be objective, tolerant, rational, impersonal, and determined by the facts in the case. The keynote of the age is science. Citizenship must come of age. The badge of maturity is the scientific temper."

And also: "Interest in the commonweal, guided by the scientific temper, perfected by practice in the promotion of the common welfare equals good citizenship."

Again: "The notion of social value should guide the choice of content from the several aspects of life. What information will probably be of most value to citizens of the United States as they wrestle with the crucial problems of the ages?"

Frederick and Sheats believe one of the main objectives in social studies must be training the students how to
think. They have listed the advantages and the elements of
thinking under the caption "Elements of the Scientific Temper."

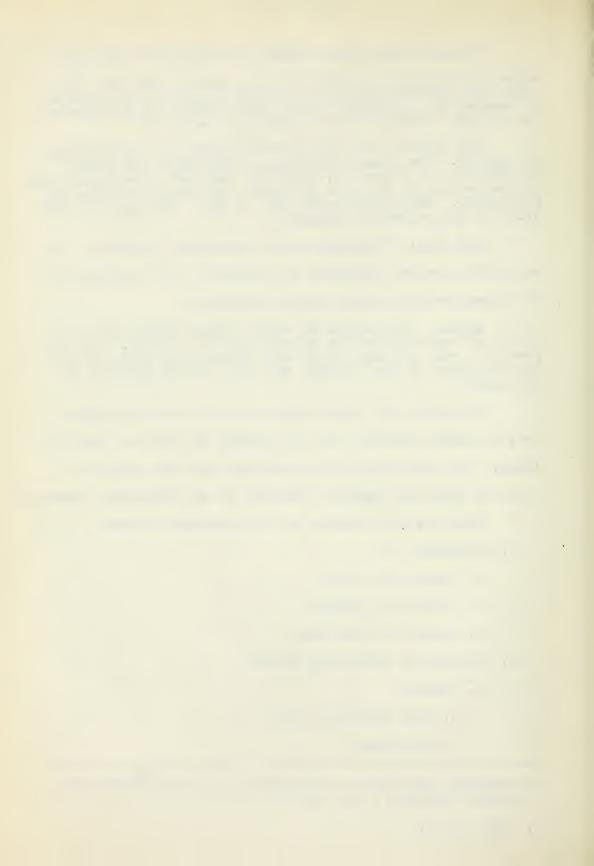
What are the elements of the scientific temper?

#### A. Attitudes of:

- 1. Respect for facts
- 2. Dislike for biases
- 3. Respect for accuracy
- B. Information collecting skills:
  - 1. Reading
    - a. Text material; books
    - b. Newspapers

<sup>1.</sup> Frederick and Sheats, "Citizenship Education Through the Social Studies", pp. 11-15.

<sup>2.</sup> Ibid. p. 53.



- c. Periodicals
- d. Charts, graphs, tables, cartoons, pictures, maps
- e. Use of library, encyclopedias, year books, etc.
- 2. Observation
- 3. Listening
- 4. Experimenting
- 5. Introspection
- C. Ability to organize facts.
- D. Use of facts in thinking:
  - 1. To solve problems
  - 2. To draw conclusion by deduction
  - 3. To draw conclusions by induction
  - 4. To be original; to think creatively
  - 5. To make judgments.

Stormzand and Lewis, and Objectives.

Stromzand and Lewis state in clear language recent views on social studies objectives. These authors state that there has been much less change in the statement of objectives than one might expect. Study skills are emphasized but the retention of the facts for their own sake has been negatively evaluated. In a general way the aims of the past have been: general culture

good citizenship
college preparation
study skills

In general, recent movements in the reform of social studies teaching have tended to increase the importance of citizenship



and study skills. A new interpretation has been put upon culture. There is less emphasis on college preparation.

More emphasis is placed upon attitudes and skills: less emphasis is placed upon the acquisition of factual information.

The authors make a "dogmatic declaration of belief in the transcendent importance of the ultimate, lifelong, cultural interests, civic attitudes, and study skills that should be the product of all school work in all of the social studies."

In the social studies there are great ultimate values. Working toward these ultimate objectives does not demand that we neglect the present day activities and needs of the pupil.

A conclusion that lies at the basis of proposed reform in social studies is: any material or activity that has only immediate values has no value at all. In the social studies blind emphasis is too often placed on the learning of facts for recital or testing. This unfortunate emphasis on facts to be memorized has defeated the ends of education. The progressive educator believes the facts will take care of themselves once the interests and the attitudes are achieved. He sees in facts a means to an end, a means of promoting interests, a means of practising study skills, a means of understanding relationships. Social values have been subordinated to a short-sighted policy of evaluating the student's work in the social studies in terms of immediate academic achievement. The student's place in the community and his equipment for conduct

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies", chapter 8.



are significant social studies objectives. These objectives have replaced that of memorizing for the emergencies of tests and earning of passes in school.

The social studies teacher may never know if his teaching has been successful. In the social studies, more than in any other subject, results cannot be evaluated by new or old types of testing. No tests have been devised so far to predict probable future conduct resultant from present skills and interests.

Stormzand and Lewis quote the Report of the Commission on Social Studies of the American Historical Association as

follows: "The competent teacher, while avoiding all forms of academic pedantry and distinguishing the significant from the trivial, will know that learning is usually a difficult and arduous business, will make provision for indispensable drill and repetition, and will prepare and administer tests of progress from time to time; but in it all he will appraise with appropriate humility the adequacy of his own judgments and of any classroom examinations to measure the long-time social results of instruction,"

If our aims are made to conform to the progressive philosophy a change will come over the spirit of our teaching. One change of emphasis will show a subordination of fact learning to the development of permanent interests and individual, specific, intense interests. Useless displays of uncultured erudition will pass off as scholastic futility.

In the past, objectives have been placed before the teacher as a certain body of subject matter for the student to memorize. This was all quite dogmatic. Textbook writers, ad-

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies", p. 182.

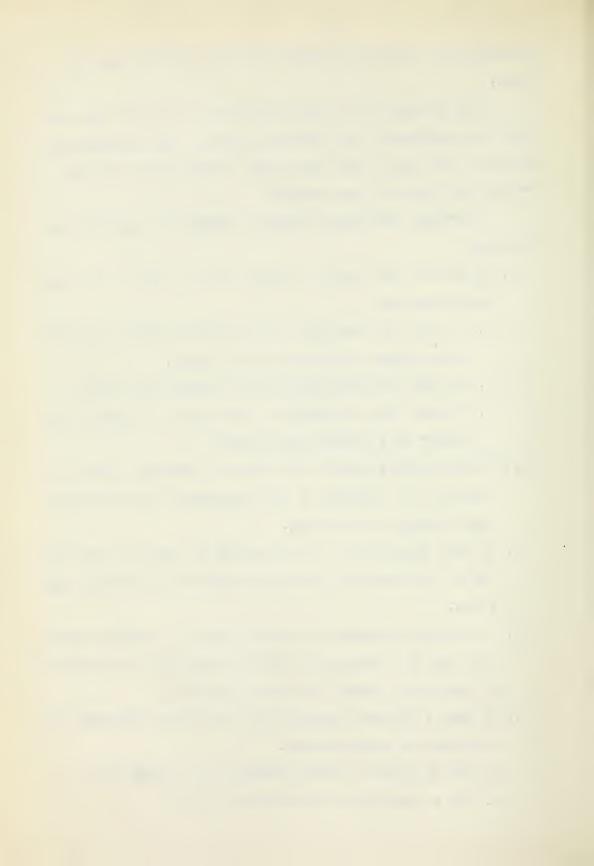


ministrators, organized groups, told the teachers what to teach.

The setting up of broad objectives is a duty that belongs to supervisors and training schools. The divisions of these set the day to day objectives. These latter must be left in the hands of the teacher.

Stormzand and Lewis include a summary of specific objectives:

- 1. To improve the pupil's reading skills, both in rate and comprehension.
  - a. To make him conscious of his limitations as compared with average standards for his grade.
  - b. To show him definitely how to improve his skill.
  - c. To give him confidence in his ability to handle the larger unit reading assignments.
- 2. To make pupils realize the value of getting a broad perspective of a chapter or unit assignment by preliminary rapid survey and skimming.
- 3. To give practice in the comparison of parallel readings and of supplementary materials drawn from different subjects.
- 4. To develop interests in various types of reading material, and in a variety of topics, especially in the fields of biography, travel, and social problems.
- 5. To make a student conscious of, and fairly efficient in, a variety of study methods.
  - a. How to write a summary sentence for a paragraph .
  - b. How to summarize a section or chapter.



- c. How to outline
- d. How to expand a vocabulary of social science terms by the use of textbooks and reference books and how to practice himself in the use of such terms.
- e. How to use a table of contents
- f. How to use an index
- g. How to find answers to questions
- h. How to formulate problems of thought-provoking questions about his reading.
- i. How to test himself efficiently with the various objective devices.
- j. How to keep alert in social studies reading for causeand-effect relationships and how to reason these out if they are not fully expressed in the reading assigned.
- k. When, where, and how to make use of collateral reading references.
- 1. An ability to observe intelligently and critically the present-day events in one's community.
- 6. How to read a newspaper efficiently
  - a. How to skim headlines and select news worth reading.
  - b. How to detect and guard against the partisan bias in newspaper editorials, headlines, and stories.
- 7. How to use the leading weekly and monthly news magazines.
- 8. How to use the Readers' Guide to find information on any current issue or problem.
- 9. Ability to use such current problems and one's information about them as a source of conversation.



- 10. Ability to evaluate and choose moving-picture entertainment intelligently.
- 11. Ability and desire to select worth-while radio programs.
- 12. Ability to prepare and present effectively a short talk to a group.
- 13. Ability to preside properly at a formal or informal group meeting or discussion.
- 14. Ability to participate in the work of a committee as chairman or member.
- 15. Ability to participate graciously and desire to cooperate in such group discussions.
- 16. Desire to co-operate with fellow-students, teachers, and administrators as a good school citizen.
- 17. Willingness to promote community enterprises by participating in such ways as are adapted to one's abilities.
- 18. Ability to use a school and public library independently.
  - a. To use card catalogue
  - b. To find books
    - c. To use all tools of reference
- 19. Interest in all accessible museums and art galleries.
- 20. Ability to write correctly and with some interest and force one's information and opinions on problems of community and civic importance.
- 21. An understanding of vocational possibilities after leaving school, with interest in several lines of work.
- 22. A conscious program of several worth-while leisure time



enterprises, including at least

- a. One construction activity
- b. A select line of non-fiction reading
- c. Historical and civic curiosity.
- 23. To improve the student's understanding of those distinctive terms in the social studies vocabulary which are important for the clear comprehension of current reading and discussions in the field of civic and social events and theories.1

Stormzand and Lewis contend that an immediate objective in social studies is the motivation of interest. The study of the social sciences should aim to build up permanent reading interests. A progressive course should be given to stimulate interest in inspiring personalities and an understanding of important civic and political problems of our nation. The reading of history can be made as enjoyable as the reading of fiction. The romance of the struggle of other people in other times opens a field that challenges attention.

However, contact with the facts of the above situations must not be grasped as an opportunity for academic cramming. The main purpose in using the facts is to secure a clarification of understanding, interest, sympathy. When they have done this "we need not be greatly concerned if they are forgotten beyond recall, even for the emergencies of testing". 3

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies" pp. 188-191.

<sup>2.</sup> Ibid. p. 191.

<sup>3.</sup> Ibid. p. 191.



Again, "If a pupil should gain a world of fact and yet lose his interest in reading, we shall have done him more harm than good." For the exaggerated emphasis on factual information Stormzand and Lewis blame the medieval attitude and practice of universities.

Of all the objectives in social studies none seems to be more widely accepted than those promoting good citizenship. As evidence, the authors state that of Swindler's twenty-eight compiled objectives, eleven are directly related to some civic motive.

A few special objectives need wider consideration. The patrictic and international objectives have not been understood always. Instead of being taught blind and crude hero worship of our institutions, students must be assisted to a true picture of democratic virtues and defects.

Unquestioning nationalism is condemned as out-moded in the modern world. Jingoistic patriotism as a basis for maintaining a policy of isolation is a mistake.

The student should be introduced to an understanding of the present-day civic and political problems, to methods of investigating these problems, to the formulation of attitudes, to the acceptance of specific responsibilities. Understanding and participation are essential if the aim recently stated by the "Commission on Social Studies of the American Historical Association" is to be achieved. It urges teachers to recognize the "special responsibilities of the social

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies" p. 192.



sciences in leading boys and girls to a fuller understanding and a more effective participation in the complex and dynamic social world of material things, persons, institutions, conflicts, thoughts, ideals, and aspirations."

The question of whether the school may propagate social, political or economic points of view is very controversial. For the guidance of teachers the authors state some objectives:

- 1. The teacher has no right to propagate opinions subversive to the constitution. He has the right and the duty to promote progress in government.
- 2. The social studies teacher should make it one of his citizenship objectives to see that students are informed on arguments for and against the vital problems of current thought.
- 3. The teacher of social studies has no right to accept as objectives the propaganda of those who would use the schools for the promotion of their theories.
- 4. The teacher should not directly impose his own ideals on the students. Let the students come to their own reflective decisions.

The teacher must abandon his subject-mindedness for a strong civic and social idealism. Social attitudes must be developed in the students.

1. There must be an attitude of pride in upright character. The school must inculcate in its product a desire to choose the socially desirable course of action. The most desirable result will be to have youth practice a

<sup>1.</sup> Stormzand and Lewis, New Methods in the Social Studies", p. 200.



- self-reliant choice of conduct as intelligence and reflection dictate and an adherence to this with a selfsacrificing scorn of consequences.
- 2. There must be developed a pride in doing any productive work.
- 3. An attitude of enjoyment should be encouraged in true non-commercial recreations.
- 4. An attitude of respect for home life should be fostered.
- 5. An attitude of respect for age, authority, office, achievement and heroism should be encouraged.
- 6. Attitudes of cooperation in group participation should be promoted.
- 7. The student must learn to yield gracefully to majorities where his own honest convictions are not compromised.
- 8. Students must develop respect for the convictions of others.
- 9. The practice of challenging doubtful statements should be cultivated.
- 10. An attitude of active participation in community affairs is essential.
- 11. A conscientious attitude with respect to obedience to law should be developed,
- 12. An attitude of intent to continue education throughout life should be the most natural outcome of school life.

Stormzand and Lewis clearly define the duty of the school in promoting good citizenship.

"The school citizenship education program must take root in some conception of the qualities which make the good



citizen. Builders of social studies programs for schools and colleges must ask and answer the question: What sort of a person do we want when the student has finally completed his school course? In terms of the suggested definition of the good citizen, young men and women will, if the purpose is accomplished, come to the end of their school courses with an abiding general interest in the affairs of men, and a desire somehow to better the lot of mankind; they will habitually use facts, reason and intelligence in their daily decisions as citizens, rather than prejudice, tradition and selfich desire. The general objectives of citizenship education are thus made clear."

"These general qualities of interest and the scientific temper must be broken down into small usable elements for
the purpose of instruction. Interest will become an interest
in the problems of poverty, and interest in reducing incidence
of crime. The scientific temper will be broken into the ability to gather facts from newspapers, the ability to draw conclusions inductively."

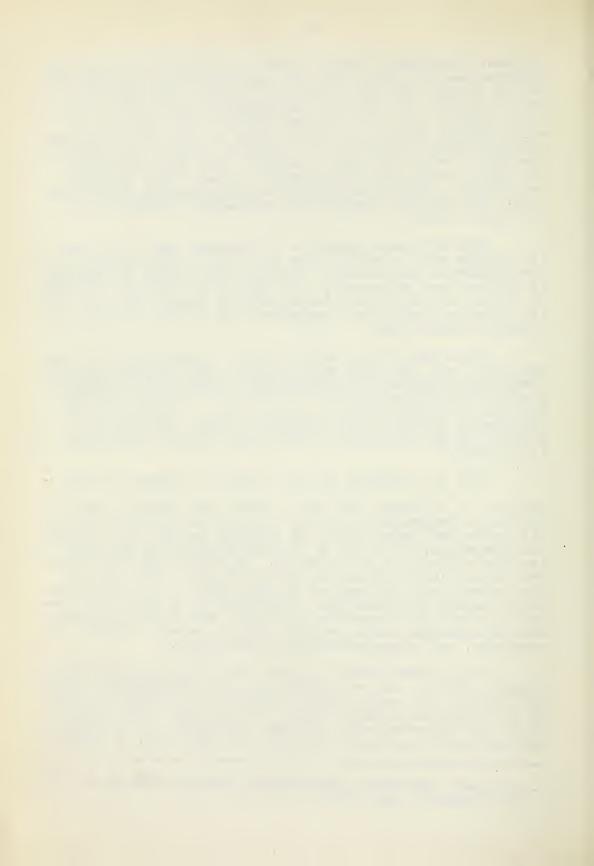
"Each part of the social-studies curriculum, each chapter, each unit, and each year's course, must directly promote these basic qualities of citizenship. Incidental and purely academic desirables must not be permitted to crowd out the emphasis on fundamentals ................ Interest in the commonweal, guided by the scientific temper, perfected by practice in the promotion of the common welfare equals good citizenship."

That the learning of facts cannot be ignored is ably

attested by Stormzand and Lewis, "While the materials and methods in progressive teaching give greater emphasis to the discussion and understanding of problems in American history and government, it is not to be inferred that the thorough learning of facts is not approved. By eliminating the large mass of scholastic detail so characteristic of the typical high school text, the way may be made clear for the more complete mastery of essentials. There need be no apology for requiring students to memorize as well as understand a selected list of important dates, events, time sequences, outlines of movements, and cause-and-effect relationships."

"The extreme modern attitude that disapproves of memorization, reviews, and even drill on a list of important essential facts in the social studies deprives the students of one of the principal permanent values of such work in the schools. Such basic information is necessary for further intelligent reading and for permanent cultural and civic uses. A thorough

<sup>1.</sup> Stormzand and Lewis, "Citizenship Education Through the Social Studies", pp. 14-15.



knowledge of pivotal dates, events, locations and sequences is the basis for all future orientation in history, reading and in political discussion."

The teacher of social studies must take care not to over-emphasize facts. The Report of the Commission on the Social Studies of the American Historical Association warns that, "...... verbalism, the use of words without understanding, has cursed the school all down through the centuries and, as investigations by the Commission prove, continues to corrupt social science instruction in American schools today."

## Professor Neal Billings and Objectives Basic Generalizations

That facts unrelated are inadequate for permanent learning is the view of Professor Neal Billings. He stresses the educational advantages to be derived from the process of arriving inductively at basic generalizations. He claims the student gets meanings from ideas when he understands then sufficiently to use them in the formulation of his own generalization.

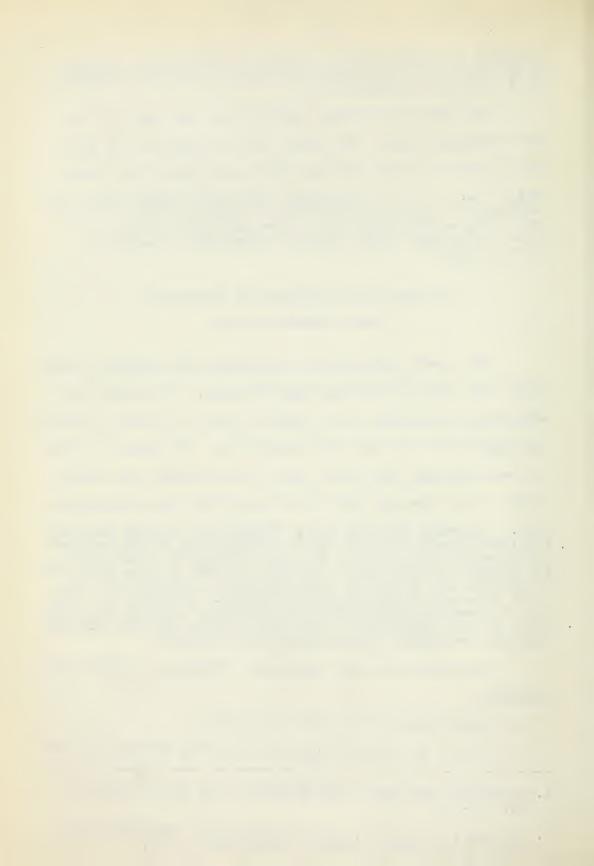
ions. Professor Billings says, "Practice in drawing generalizations already known to the educated person is the best and surest way to make certain that the child gets meaning from the general formulae which he needs in order to cope with life. To provide this practice, there must be an abundance of concrete data supporting the generalization. Teaching the student the needed generalizations by providing concrete data from which he can generalize is the surest way to make the generalizations meaningful, understandable, and usable."

Generalizations are important. Training in making them provides:

- 1. Preparation to meet novel situations.
- 2. Practice in generalizing guarantees the getting of mean-

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies" pp. 171-174.

<sup>2.</sup> Billings, Prof. Neal, "A Determination of Generalizations Basic to the Social Studies Curriculum", p. 45.



ings.

- 3. Social life needs new men who generalize from data.
- 4. Generalizations are keys to handling a number of sit-

Dewey said, "Generalization expresses the natural goal of instruction in any topic, for it works a measure of economy and efficiency from the standpoints alike of observation, memory, and thought."

We opened our discussion of objectives with a word of caution from Dr. Wesley. Dr. Charles Beard also has cautioned us against expecting too much from the social studies program.

"..... From what has been said, therefore, it follows that while some of the problems of democracy must find a place in social studies program, they cannot form the entire substance of it or work wonders even when they are duly introduced and exploited. Furthermore, a wide knowledge of facts and a discipline in thinking are the prerequisites to a fruitful consideration of controversial questions ..... civic instruction in the schools in the United States must of necessity lay stress on the democratic process of government."

Dr. Beard then states general objectives for the social

studies course: "Our fundamental purpose here is the creation of rich, many-sided personalities, equipped with practical knowledge and inspired by ideals so that they can make their way and fulfil their mission in a changing society which is a part of a world complex. Such rich and many-sided personalities are informed about a wide range of affairs, both immediate and remote. They are aware of personal and social responsibilities. They know that environment can be changed within limits by individual and social action. They know that the individual can be modified by altering his environment and stimulating his effort. They are firm of will, for without will nothing great can be accomplished. They are imbued by

<sup>1. &</sup>quot;Cyclopedia of Education" p.

<sup>2.</sup> Beard, Dr, Charles A., "A Charter for the Social Sciences" p. 46.



the highest aspirations of the human race, for vithout aspiration there is no great motive power for action. Those who hope for nothing, do nothing."

This general statement is followed by five specific objectives:

- 1. "A rich and many-sided personality possesse information. What and how much? ...... We may say that the primary information which social sciences must supply through the schools of individuals is information concerning the conditioning elements, realities, forces, and ideas of the modern world in which life must be lived."
- 2. "A knowledge of how to acquire knowledge is a permanent possession which can be used through life."
- 3. "Next to the collection of data is skill in analysis the power to break massed data or large themes into manageable units, and to get at irreducible elements in any complex under scrutiny."3
- 4. "Among the habits which social science is concerned with forming are personal cleanliness, industry, courtesy, promptness, accuracy, and effective co-operation in common undertakings."4
- 5. "Akin to habits, less dynamic but equally necessary to individual accomplishments and group performances, are certain elements of personality which may be described as attitudes. Under this head may be included such tendencies and propensities as respect for the rights and opinions of others, zeal for truth about many things large and small, pride in the achievement of individuals, communities, America, and mankind, admiration for heroic and disinterested deeds, faith in the power of men and women to improve themselves and their surroundings, loyalty to ideals, a vivid sense of responsibility in all relations, a lively interest in contemporary affairs, a desire to participate in the world's work, far and near ......"

<sup>1.</sup> Beard, Dr. Charles A. "A Charter for the Social Sciences" pp. 97-98.

<sup>2.</sup> Ibic. p. 99.

<sup>3.</sup> Ibid. p. 100.

<sup>4.</sup> Ibid. p. 102.

<sup>5.</sup> Ibid. p. 102.



- 6. "Of all the attitudes or loyalties to be cultivated by social science, love of country, or patriotism, comes first on the accepted programs of civic instruction ...... Loyalty to America, an appreciation of its achievements, and faithin its powers are indispensable to defense against attacks from without and to the promotion of the good life within ................ The loyalty which history and social science can instill is; then, the loyalty of reasoned affection, not the loyalty of tribal affection."
- 7. "To information, skills, habits, and attitudes, will power and courage must be added if rich and many-sided personalities are to be nourished."2
- 8. "Strangely affiliated with courage, and yet distinct from it, is imagination the capacity to compare, contrast, to combine and to construct."3
- 9. "Deeply rooted in the imagination is another element of the full life esthetic appreciation. Life without it is barren and barbaric, no matter how rich in the material goods. ............"4
- 10. "It is one of the inescapable duties of teachers in social science to discover, draw forth, and inspire students with capacity for leadership and creative work."5

Dr. R.E. Swindler of the University of Virginia, has written a definite and comprehensive statement of social studies objectives.

Dr. Swindler quotes Professor Dawson regarding the choice of objectives, "Any discussion of the objectives of education is in danger of going to either of two extremes. It may move in the direction of such general aspirations or hopes that it will not help the practical mechanic in education who

<sup>1.</sup> Beard, Dr. Charles A., "A Charter for the Social Sciences", p. 103.

<sup>2.</sup> Ibid. p. 106.

<sup>3.</sup> Ibid. p. 107.

<sup>4,</sup> Ibid. p. 108.

<sup>5.</sup> Ibid. p. 110.



needs definite guidance; or it may be stimulated by such particularization of interest ...... that it cannot be built into the system of instruction. General statements are useful if they can be analyzed into ..... their constituent elements in order that they may be adjusted to each other in organic unity. The time has passed for dogmatic statements about separate courses or merged ones. We must take time and use effort enough to decide on the basis of careful analysis of what it is we wish to accomplish."

In 1927 Dr. Swindler compiled, in order of frequency, a list of social studies objectives in the United States.

Here is the list. The topics are arranged in order of preference.

- 1. Socio-civic efficiency.
- 2. Information as a basis for judgment.
- 3. Making the present world intelligible.
- 4. Intelligent, willing participation in civic and social activities.
- 5. Knowledge and appreciation of duties, rights, and responsibilities.
- 6. Power to evaluate facts; clear, independent thinking and judgment.
- 7. Knowledge and appreciation of the principles underlying sound and enduring government and society.
- 8. Broadened interest, tolerance, sympathy.
- 9. Knowledge and appreciation of the past as background for the present.
- 10. Love for country an intelligent patriotism.
- 11. Respect for laws and institutions.
- 12. Ethical, moral and religious principles.

<sup>1.</sup> Swindler, Dr. R.E., "Social Studies Instruction", p. 138.



- 13. Appreciation of the interdependence of peoples.
- 14. Proper attitudes and interests.
- 15. Proper leisure.
- 16. Establishing idea of a changing world.
- 17. Mastery of tools.
- 18. Influence of natural geographic environment.
- 19. General culture.
- 20. Health.
- 21. Love for historical reading.
- 22. Appreciation of scientific method.
- 23. Worthy home membership. 1

He concludes that up to 1927 general objectives were too prevalent. Many of these objectives have become permanent. There was a tendency toward a distinct set of objectives for junior high schools.

He compared the findings of his broad survey with the suggestions of seventeen experts and found a remarkable similarity in objectives.

Objectives of Seventeen Experts.2

- 1. Socio-civic efficiency.
- 2. Command of fundamental facts.
- 3. Ethical character.
- 4. Vocational character.
- 5. Worthy use of leisure.

<sup>1.</sup> Swindler, Dr. R.E., "Social Studies Instruction", p. 141.

<sup>2.</sup> Ibid. p. 149.



- J. Wealth efficiency.
- 7. Worthy home membership.

Present day trends in social studies objectives tend to emphasize specific and detailed activities and experiences. Educational psychology has been brought to bear upon the problem of objectives with the result that there has been integration and scientific classification of detailed items into a few major types.

Dr. Swindler believes that by 1935 some progress had been made in the scientific classification of objectives for practical classroom use. But in his opinion, even in 1933, the formulation of objectives for social studies lagged behind some of the other subjects.

Dr. Swindler summarizes the aims of recognized experts:

- 1. To learn the nature of historical evidence.
- 2. To acquire the habit of weighing historical evidence.
- 3. To gather practical knowledge for use in daily life.
- 4. To cultivate the taste for historical reading.
- 5. To develop sympathy, tolerance, and understanding among groups, peoples, and nations.
- 6. To acquire respect, love, and desire for the truth.
- 7. To promote social and civil efficiency.
- 8. To encourage scientific and critical thinking.
- 9. To eliminate prejudice and snap judgments.
- 10. To interpret and make the present world intelligible.

<sup>1.</sup> Swindler, Dr. R.E., "Social Studies Instruction", p. 157.



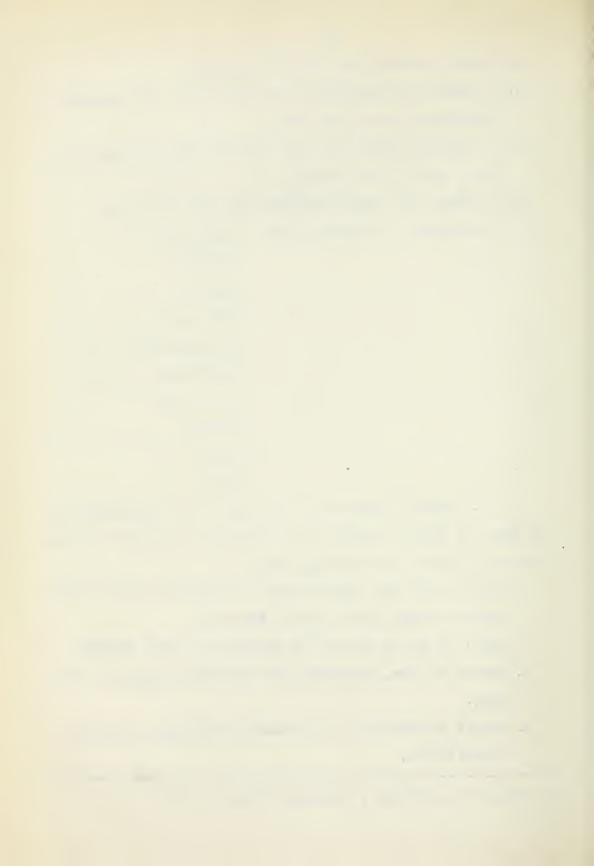
- 11. To set up moral and ethical standards.
- 10. To learn the principles upon which sound and enduring government and society rest.
- 13. To develop respect for law and order and reverence for basic social institutions.
- 14. To master the tools necessary for the above aims.
- 15. Development of mental powers observation

attention
analysis
comparison
discrimination
imagination
association
judgment
reason
memory

Dr. Swindler enumerates the aims of the Commission on the Study of Social Studies in the Schools as reported in the Historical Outlook of February, 1931:

- 1. They should have understanding of improved social institutions through which society functions.
- 2. Skill in use of sources of information about society.
- 3. Points of view, interest, and attitudes; that is, tolerance.
- 4. Social orientation, or systematic knowledge of social organization.

<sup>1. &</sup>quot;Historical Outlook", February, 1931, p. 64.



5. Actual participation in social activities.

In conclusion, Dr. Swindler sets up a final master list of objectives in social studies:

- 1. Rasic facts
- 2. Fundamental principles
- 3. Practical abilities
- 4. Proper ideals
- 5. Correct attitudes
- 6. Sympathetic appreciations
- 7. Critical judgments
- 8. Efficient co-operation
- 9. Reasoned self-confidence
- 10. Socially directed will and desire.

Dr. Swindler believes that society's needs must furnish the basis for school social studies aims. Pupil interest cannot hold the centre of the stage. They must not be set up as a fetish to be worshipped. Pupil interests may be a point of departure or provide a method of approach. The whole fabric of our machine age is tottering. We need an educational system that will train our youth to become more useful citizens—citizens that will make this world a better place in which to live. To attain this end we must cease kindergarten practices in our secondary schools.

Everett Dean Martin has stated the crux of educational

objectives: "Here the presupposition is that the important factor in education is the question what is to be taught, rather than the spirit of learning itself. Education is conceived of as knowledge acquired. Attention is fixed not on the learning process through which an individual becomes reoriented to his world, but upon the end result, something fix-



ed and done, a certain amount of information stored up. Is this what we mean by learning? Is it receiving and memorizing a given something either cultural or practical? Or is it an adventure in any kind of truth seeking which changes the quality of one's future experience and enables one to behave not merely efficiently but wisely, with a broad view and a sympathetic understanding of the many ways in which men have striven to create meaning and value out of the possibilities of human life?"

Upon occasion, Mr. Martin quarrels vigorously with the proponents of the new education. The following passage would seem to be an eloquent expression of the fact that progressive educators and Mr. Martin agree on some objectives in ed-

ucation: "It is sought to make of education something which will broaden the interests and sympathies of people regardless of their daily occupation - or along with it - to lift men's thoughts out of the monotony and drudgery which are the common lot, to free the mind from servitude and herd opinion, to train habits of judgment and of appreciation of value, to carry on the struggle for human excellence in our day and generation, to temper passion with wisdom, to dispel prejudice by better knowledge of self, to enlist all men, in the measure that they have capacity for it, in the achievement of civilization."

The framers of the Alberta course in social studies have had the products of some of the authorities mentioned hereto in this thesis close at hand while the course was under construction. I note that the very first line of the introduction brings this previously quoted message from the Virginia State Course: "The scope of the social studies embraces the entire field of human relations, the significant movements of human history, and the problems and issues of contemporary society."

<sup>1.</sup> Martin, Everett Dean, "The Meaning of a Liberal Education", p. 27.

<sup>2.</sup> Tbid. p. 3.

<sup>3. &</sup>quot;The Program of Studies for the Intermediate School", p. 28.



The framers of the Alberta course to not appear to have felt the necessity for caution which reatrained the hopes of Dr. Wesley and Dr. Beard. The Alberta course states: "There can be no questioning the importance of introducing youth to an understanding of contemporary civilization. Present conditions throw into sharp relief the vital necessity of understanding modern life and the modern world. Thus our schools are confronted with the difficult task of educating pupils to become informed thinking citizens. The rapid development of industrial civilization has produced problems of living together that baffle even the keenest adult brain. In a very few years the generation of children now in our classrooms is to confront those problems. Their reaction to them will be determined by the social spirit they have imbibed in the schools of today."

The Alberta course states that the aim is to produce good national and international citizens who are intelligent, stable emotionally, rational and independent in thought. Wental growth holds an educational ranking superior to the acquisition of factual information. The student should develop a technique of investigation. He will learn to work co-operatively. He will learn to organize, evaluate and use facts. He will use facts in formulating judgments and in developing attitudes. The social studies will be expected to contribute to the growth of that character and that conduct we need to find in our desirable citizens.

The Alberta social studies program of fundamental objectives is formally listed in the Programme of Studies for Intermediate Schools.

 "To facilitate an understanding of social and economic realities; in other words, to acquaint students with enough historical and geographical facts to enable them

<sup>1. &</sup>quot;The Programme of Studies for the Intermediate School"; p. 28,

<sup>2.</sup> Tbid. p. 29.



- to comprehend at their level our present-day economic and political institutions and practices."
- 2. "To develop the ability to see both sides of a question, and to think independently on a basis of facts.
- 3. "To induce an attitude of fair-mindedness, and a desire to co-operate with others for the welfare of the community."
- 4. "To train students in the use of efficient methods for securing and organizing information that is available in reference books, atlases and charts; and to extend their use of such tools and pictures, diagrams, maps, graphs, and statistical data."
- 5. "To develop an appreciation of Canadian culture."
- 6. "To make clear to students the effect of mechanization on the production of goods and services, and on developments in transportation and communication."
- 7. "To help students understand the contributions of explorers, frontiersmen and statesmen to the growth and development of Canada and the British Commonwealth; and to understand the contribution made by Canada to the trade of the Commonwealth and the world."
- 8. "To foster an attitude of tolorance and respect for world peoples, and a sympathetic understanding of their social and economic problems."

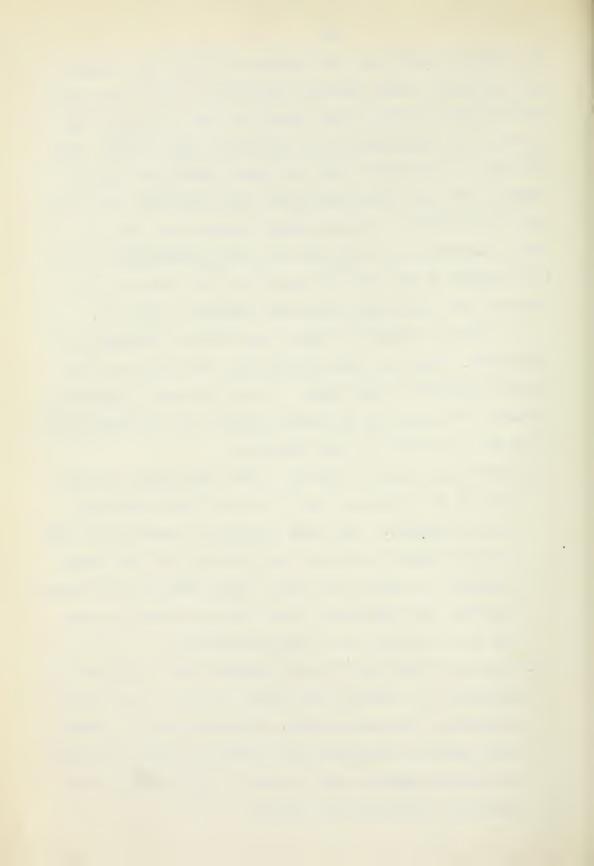
These many authorities have stated their objectives in different language but in the underlying philosophy of objectives the basic differences are very few. As proved by Swindler's research practically all specialists of the social stud-



ies courses demand that the background of the total course must emphasize social purposes and habits. Some of the specialists here considered have emphasized some aspects of the course; other specialists have emphasized other phases. Some specialists have denied that the social studies can achieve wonders. But all these specialists have proclaimed the necessity of directing the social studies courses into channels of social learnings that will make the child understand the social problems of our time and equip him with a desire and a facility for facing and solving the problems of his day.

We have considered complex and detailed statements of objectives. These are too detailed and too unwieldy to use for the purposes of this essay. I have selected a simplified statement of objectives in social studies that are subscribed to by the authorities we have examined.

- 1. Basic facts must be learned. These facts must be organized so as to promote their effective use in building generalizations. The facts will not be learned as an end but as a means to an end. The end will be a real understanding of social life today. Facts alone are not enough. Basically the curriculum is not subject matter but what the pupils do with or to content materials.
- 2. Reasoning power and critical judgment must be allowed opportunity for activity and growth to promote true understanding of the modern world. The development of reasoning requires a background of fundamental facts. Practice in judging requires that a choice be made between basic facts and inconsequential facts.



- 3. The habit of independent study must become firmly ingrained. A knowledge of how to gain knowledge is very important. Good study habits must be ingrained permanently.
- 4. Habits and skills in the handling of sources of information must be developed. Knowledge of how to study is necessary. Skill in analysis and in evaluation is essential.
- 5. Desirable patterns of conduct based on essential attitudes must be practiced. Fundamental here is respect for law.
- 6. The student must develop a love of truth.
- 7. Ideals of freedom, tolerance and patriotism to the cause of democracy, must be implanted. The ideal of participating in the building of a better nation is essential.
- 8. The idea of the human race as one vast co-operative unit should replace the idea of narrow nationalisms. The understanding of the cultural growth of one's homeland and a sane patriotism to that homeland will not destroy the desire to see world peoples living in harmony.
- 9. All of these objectives must merge to provide opportunity for students to understand social realities of our day and to train students in a scientific temper of mind in order that in their day they will be able to solve the problems connected with the social relationships of man.

This compilation of objectives reduces the detailed outlines that we have examined to a general statement of social studies objectives. For this general list I would make the following claims:



First, it is psychologically sound because it has been compiled from the writings of recognized authorities in the field of educational psychology.

Second, it is pedagogically sound because it represents the views of recognized authorities in the practice of teaching.

Third, it is practical and also possible, of attainment since it represents the ideas and practices of men of practical experience. These objectives have been attained by most forward-looking progressive teachers in many lands.

It should be noted that objectives and methods are linked closely. Objectives on paper are of theoretical value only but objectives in practice comprise method. We therefore turn to a consideration of methods involving the implimentation of the objectives we have enumerated.



## CHAPTER 111

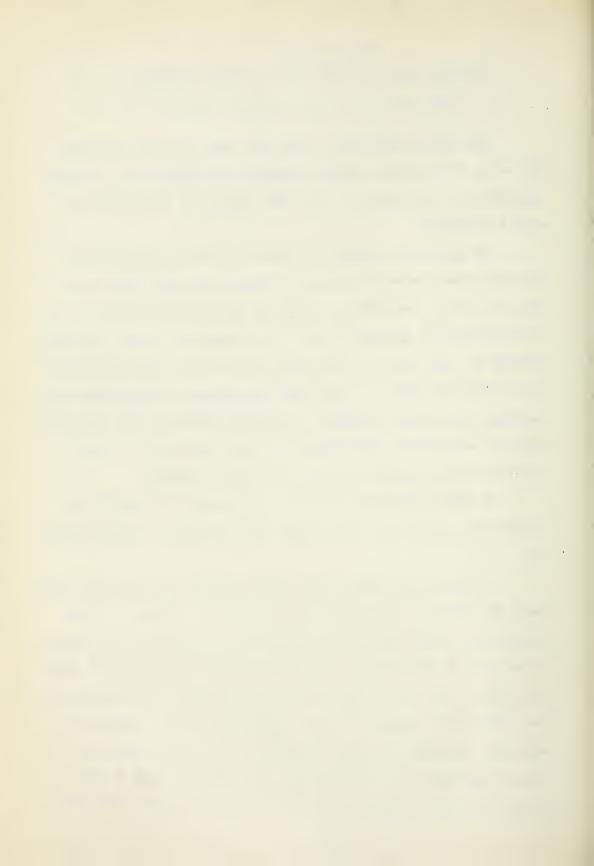
## MITHODS AND THE TEXT BOOK IN SOCIAL STUDIES The Weakness of the Textbook Method

The first question we must now ask is: "What methods are we to practice in order to achieve the objectives we have outlined as fundamental to the true spirit of the course in social studies?"

My main experiments in regard to methods during the past few years have been made in connection with the use or lack of use of the official texts in the social studies. In my estimation no single factor is as dangerous to the ultimate success of any course in the social studies as the existence of an official text. I base this statement on experience in teaching the social studies. I find in examining the works of numerous authorities that they too have complaints to make against official text books in the social studies.

I shall herewith enumerate my reasons for seeking an alternative to the use of an official textbook in social studies.

In the first place, much time, effort and money has been spent to develop a new course in the social studies. A new program has given the Alberta schools an opportunity to supply a new type of education in keeping with the objectives we have laid down. But new outlines alone do not give a new education. New methods are essential also. Under the former system of teaching the subjects that now compose the social studies course teachers and students found the ultimate end of the course to be the memorization of a number of facts. For that



condition I blame the formal nature of the official textbook. I know from experience that the textbook method of study will emasculate the new course in social studies and make very doubtful the reality of the advent of our much heralded new education.

In Professor A.G. and D.H. Bining I find support for my statement. In opposition to the formal use of textbooks in social studies these authors say: "Under the old memoriter system, the chief objective was that the pupil should memorize a number of facts. All that was needed was a textbook that contained the factual material. The teacher assigned a certain number of pages to the pupil. The task of the pupil was to memorize the facts presented on the pages assigned. At the present time, however, so far as the social studies are concerned, our aims and objectives center in the understanding of facts, events and movements and not in the memorization of them. "1

Stormzand and Lewis fear that the use of a textbook in social studies will result in the type of study characteristic of textbook methods. That type of study is a memorization of unrelated facts listed in encyclopedic style. They claim that the use of a textbook will limit the flexibility of the learner's reading habits. Here is their charge against text-

books in action: "The change from the common textbook recitation procedure to perspective reading for orientation and background purposes presents one of the most serious difficulties for both students and teachers. The fact that a textbook is used will tend to throw the students into the laborious, intensive study type of reading. It will be hard to induce them to use the more rapid, more superficial type of skimming helpful to the sensing of movements and outstanding important events and the disregard of massed detail which the typical textbook in the social studies usually attempts in its effort at cyclopedic completeness."2

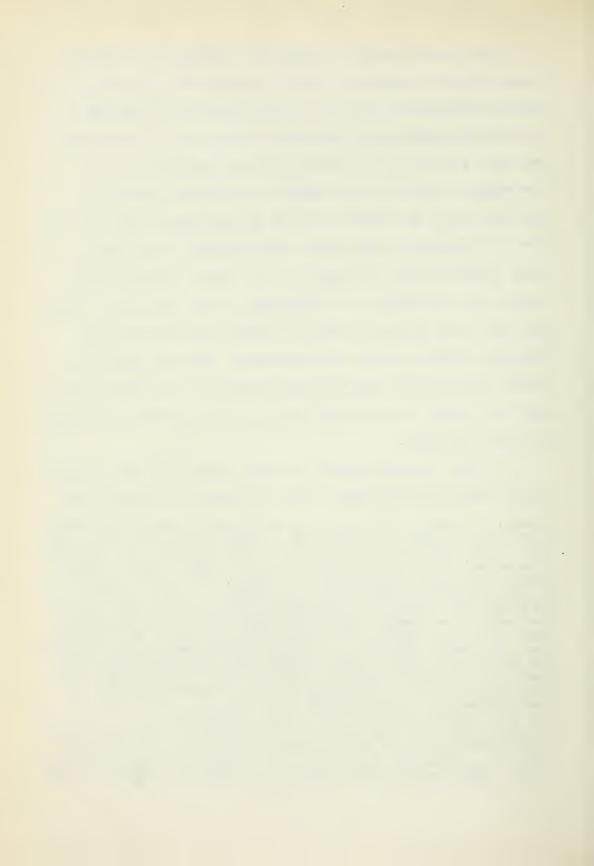
p. 14.

<sup>1.</sup> Bining, A.C. and Bining, D.H., "Teaching the Social Studies in Secondary Schools", p. 183. 2. Stormzand and Lewis, "New Methods in the Social Studies",



The second charge I would level against the textbook is that when it is used as the only source or as the main source of information it has a strong tendency to develop in the minds of pupils and teachers the idea that it represents the total possible or at least necessary accumulation of knowledge in regard to the topics it describes. The textbook sets up an artificial barrier to the search for other information necessary for a true understanding of the topic under consideration. Students in the social studies need access to a laboratory of information in the classroom. They must have also the opportunity of making contact with the world of affairs outside the classroom. The new course in social studies must repudiate the attempt of the text to set down its covers as artificial limits to the breadth and extent of human knowledge.

I find substantiation for this charge that the textbook limits available knowledge in the writings of Frederick and



way, teaching materials must be perfected which will promote the attitude 'Here is a start, build your own text'."

Dr. R.E. Swindler agrees<sup>2</sup> that the textbook method is inadequate in teaching the social studies. He declares for one of the various possible methods of sending the student to the library rather than to the textbook for the information he needs.

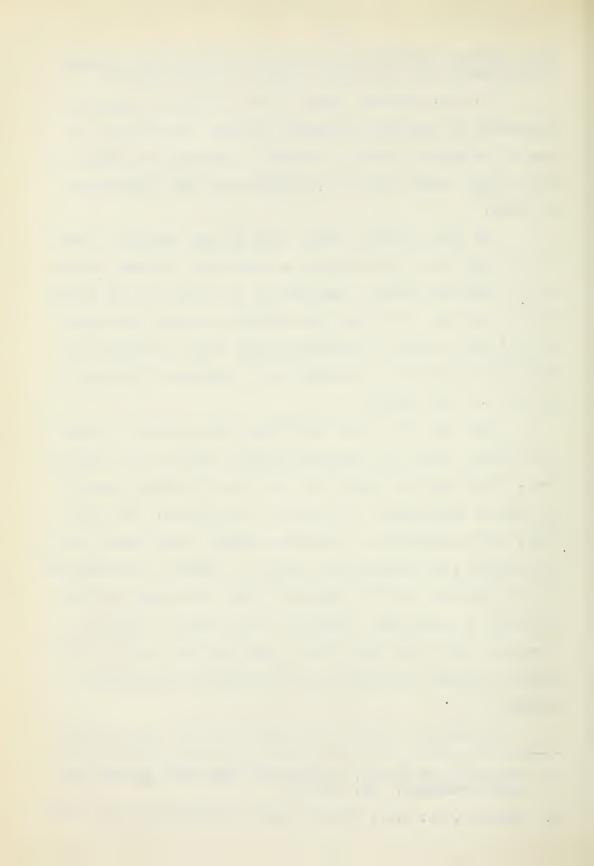
The third charge I would level at the textbook is that it does not allow full freedom, or indeed any freedom, to the problem solving method of approach to the topics in the social studies courses. Too often the textbook contains the actual cut and dried result of thinking rather than the material or plan that should be so organized as to encourage thinking on the part of the student.

Year Book one of the John Dewey Society levels a similar charge against the thought-cramping effect of an official text. Year Book one urges that the textbook method conspires to destroy opportunity for discovery of problems. The textbook, by its restrictive tendencies, denies young people the opportunity for invigorating thought. It gives a cut-and-dried set of solutions so that students are not encouraged to find solutions of their own. Students are not given a chance to formulate their own conclusions or are they encouraged to organize available knowledge into an independent and personal scheme.

The authors of Year Book One of the John Dewey Society

<sup>1.</sup> Frederick and Sheats, "Citizenship Education Through the Social Studies", pp. 165-167

<sup>2.</sup> Swindler, Dr. R.E., "Social Studies Instruction", pp. 61-63.



In praise of the problem solving method of approach in social studies Stormzand and Lewis list these advantages.

"The effective citizen is one who has learned how to solve new problems....."

"The technique of problem-solving can be acquired more effectively by dealing with unsolved, vital current problems....."

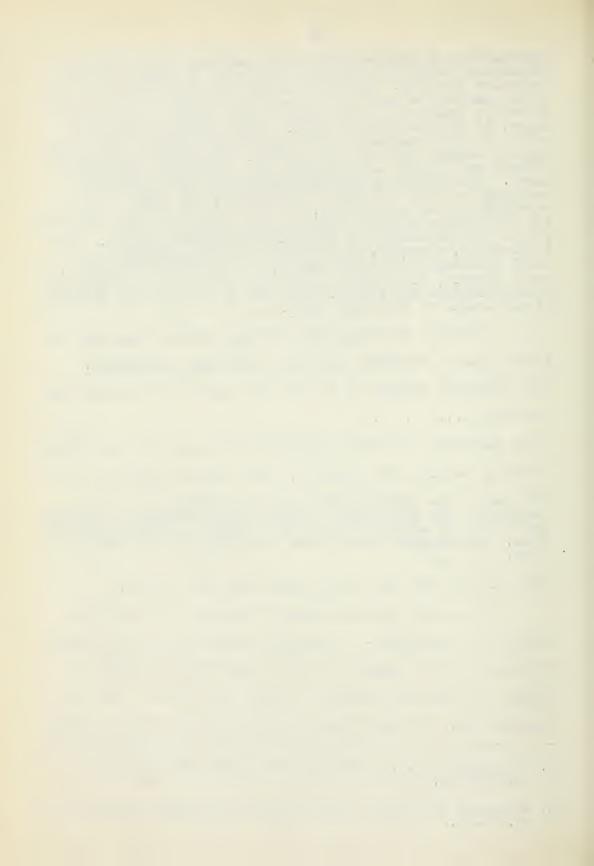
"The use of the problem method puts the teacher in a more scientific and open-minded attitude with reference to current political and economic issues that involve a strong partisan bias. The student remains free to develop his own conclusions....."

"The problem metod has lofty social and moral values."

The problem solving method of approach in the social studies is fundamental. It provides opportunity for critical discussion and is opposed to blind, unthinking acceptance of ideas. It tests the validity of facts and denies a value to superstition. The processes of problem solving induce a flex-

<sup>1.</sup> Kilpatrick, Wm.H., (Editor) "The Teacher and Society", pp. 103-104.

<sup>2.</sup> Stormzand and Lewis, "New Methods in the Social Studies", pp. 71-75.



ibility of mind that may one day direct mankind out of social stagnation and into the channels of a progressive social evolution. These educational and social values are denied their possible influence because the textbooks in the social studies seldom make provision for utilizing the problem solving technique.

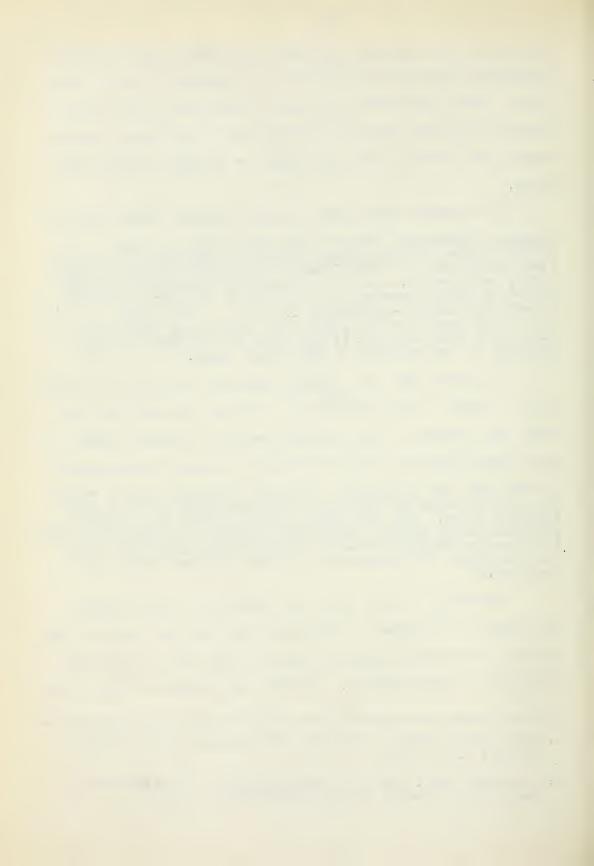
To conclude this point I quote Professor Harold Rugg of Columbia University, "Even to the present day the work in the social studies has consisted too much of memoriter recitation from the contents of encyclopedic textbooks in history, geography, and civics ....... The very essence of the new course in social studies is a succession of pupil activities, dynamic and thought-provoking. ...... The course ..... constantly confronts the pupil with stimulating problems, insight into each of which is important for an adequate understanding of the problems of the modern world."

To prove that this argument against the use of the textbook is valid I quote evidence by Professor Billings who condemns the tendency of the textbook method to present ready
made generalizations without giving the student an opportunity
to draw his own conclusion. Professor Billings writes: "There
is a second value to training in generalizing. It is a pedagogical value. The rote memory school taught the children
generalizations without taking them through the process of drawing them by induction from the concrete data upon which they
were founded. In consequence, children learned words, not
meanings."

Fourthly, I claim that the textbook not only imposes on students the burden of memorizing non-essential facts at the expense of essential facts but that it does this to the utter disregard of understanding. Briefly, my contention here is that

<sup>1.</sup> Rugg, Prof. Harold, "Changing Civilizations in the Modern World", p. 6. (Int.)

<sup>2.</sup> Billings, Prof. Neal, "A Determination of Generalizations Basic to the Social Studies Curriculum", p. 45.



certain facts must still be retained permanently. But this permanency of retention can be far more assured when it is based on understanding. Too often textbooks contain a summary of information, too brief to permit of understanding by persons who have not previously made contact with that information.

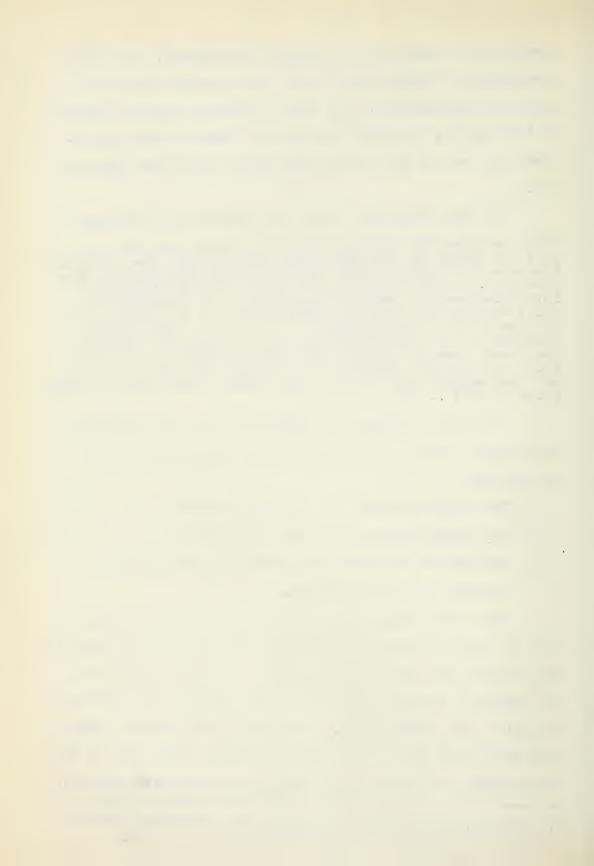
In this viewpoint I find I am sustained by Billings:

Billings continues his condemnation of the textbook or encyclopedic method of teaching social studies with these accusations:

- 1. This method results in a lack of interest.
- 2. This method results in a lack of learning.
- 3. This method precludes the possibility of carry-over of learning to life situations.

The fifth charge against the social studies textbook is that it stifles interest and thereby not only fails to encourage activity but also deadens thought. Textbooks seldom have the essential abundance and variety of illustrations necessary to enliven the printed page. This lack of diagramatic description forces the child to rely on his memory rather than on his understanding to retain what he must for examination purposes.

<sup>1.</sup> Billings, Prof. Neal, "A Determination of Generalizations Basic to the Social Studies Curriculum" pp. 13-14.



Where illustrations aid understanding the student need not waste time memorizing words. Instead he can concentrate on retaining clear ideas. Since his mind need not be cluttered with a series of unrelated ideas he dares to take a genuine searching and speculative interest in real problems within the scope of his expanding interest.

Year Book One of the John Dewcy Society pursues the argument against text books by declaring that they cannot keep up with current thought. Textbooks are usually written by academic specialists who base their organization and material according to misconceived conceptions of practice. Textbooks supply material in an inflexible arrangement. It interprets its facts and data.

"Viewed in this light the textbook seems to be one of the greatest enemies not only of independent and individual learning, but also of the possibility of linking learning with life."

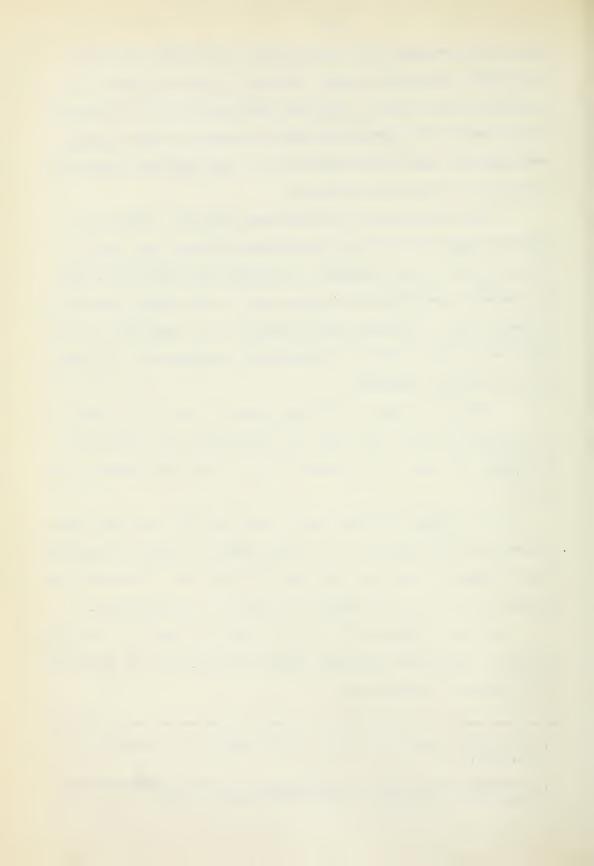
The authors of "The Teacher and Society" conclude their condemnation of textbooks by blaming them for static education.

Once a textbook has been selected the high cost of changing to another is used as an argument in favor of its retention.

A final condemnation of text books is urged by Professor Billings. Professor Billings emphasizes the need for encouraging students to generalize.

<sup>1.</sup> Kilpatrick, Wm.H., (Editor) "The Teacher and Gociety", pp. 105.

<sup>2.</sup> Billings, Prof. Neal, "A Determination of Generalizations Basic to the Social Studies Curriculum", p. 17.



Billings suggest that training in thinking is the heart of the intellectual curriculum. This is so because life calls for a wide knowledge of basic meanings, the abundant use of generalizations. The tolerance and understanding essential to good citizenship should arise out of training in thinking.

Perhaps the most important form of the thought process is that of drawing and using generalizations, the process of seeing relationships and of using these statements of relationship in the solution of problems.

And yet the practice of generalizing is almost prohibited by the factual outlines contained in textbooks. We have previously quoted Professor Billings on this point.

There is much evidence against the use of a formal text-book in social studies. Where ideal conditions regarding library facilities exist it is quite possible that it would be desirable to discard the text completely. I have not done this, however. An approved text has some features that are useful in the social studies classes. An example of this usefulness is seen in the present series of guide books in the social studies for Alberta. Here we have textbooks that do little more than expand the outline of the social studies as printed in the course of studies. This type of textbook is of considerable value in many schools but of the most value where the teacher may not have the time, the training or the inclination to plan a detailed outline based on the statement of the social

<sup>1.</sup> Billings, Prof. Neal, "A Determination of Generalizations Basic to the Social Studies Curriculum", p. 13.



studies in the Alberta course.

The Alberta textbook in grade nine social studies is useful for providing the guide for a generalized introductory survey of each unit before group work is undertaken.

We have criticized the textbook for the weaknesses it brings to the course in social studies. It is only fair to state that responsible educationists admit the textbook has merited the criticisms made of it. But it fulfills a valuable function if used properly. Some of these educationists see positive advantages to be gained from the use of textbooks.

Stormzand and Lewis defend certain aspects of the textbook thus: "In considering the values and uses of textbooks there is no intention to defend textbook teaching as such. The

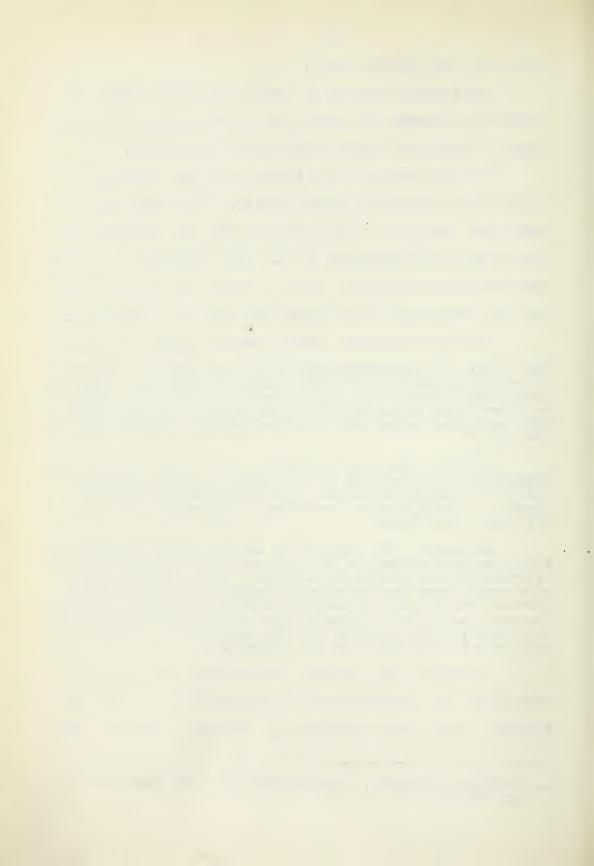
there is no intention to defend textbook teaching as such. The traditional slavish use of a textbook for purposes of daily assignments and oral recitation has merited the criticisms that have been heaped upon it by progressive teachers and supervisors."

However, the authors proceed, "..... the complete rejection of the textbook is considered an unwise extreme, which will make it difficult, if not impossible, for most teachers to make even an experimental beginning with any of the progressive plans."

And also, "The textbook in all the social sciences is still the most convenient and best organized condensed summary of available fundamental information. It is still the one most useful book for giving an introductory survey for perspective on any topic or unit in history, geography or civics. Textbooks may have the disadvantage of excessive detail, but, in general, they are still the best adaptations in vocabulary and style that we have for the immature."

In view of this evidence favoring the textbook and in view of our own experiences what position shall we allow the textbook in our social studies? I, personally, have not dis-

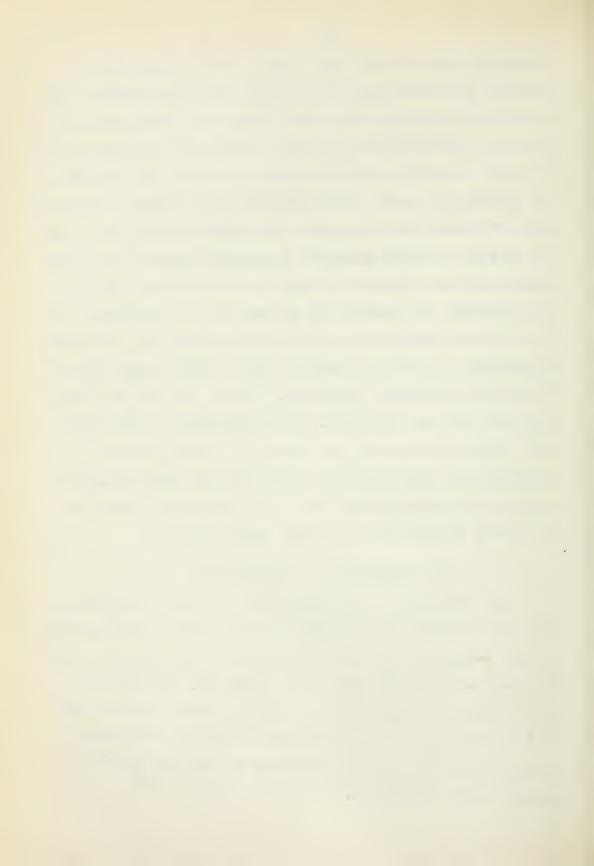
<sup>1.</sup> Stormzand and Lewis, "New Nethods in the Social Studies", pp. 158-159.



carded the text; neither have I placed it in a position to dominate the information or the methods in social studies. In my opinion the textbook in social studies should be placed among the reference books in social studies as one mong equals. No pubil would be compelled or even allowed to have the official textbook as a part of his personal social studies equipment. Among reference books the text, in my opinion, can serve a useful purpose in making available a detailed trend of the social studies as more compactly outlined in the course of studies. In my opinion the textbook can be used thus to advantage. If its existence means that it is going to promote the old method of memoriter recitation teaching, then I should prefer to see the textbook abolished completely. However the use of a textbook need not mean its abuse. The suggestions I offer hereafter regarding materials and methods in social studies are framed in the belief that the social studies textbook will be used as herein outlined and not as the dominating factor in the method and material of social studies teaching.

## An Alternative to the Textbook

At this point we are faced with the need of finding a means of directing the management of the social studies program in such a manner as to avoid the errors we have noted as being too prevalent where the textbook is dominant. We must also find a means of implimenting the social studies program which will put into practice the advantages gained by the methods previously agreed upon as fundamental to the true spirit of social studies objectives.



First, then, I cannot agree with those educationists who would place the course of studies squarely before the teacher with instructions to go on from that point as best he could. That would be an extreme just as detrimental to the welfare of education as the too rigid use of the textbook has been in the past. In the hands of an expert in his fully equipped laboratory the outline in the course of studies might suffice. If he so willed he could outline his own course as I have done. Here, however, we must develop a method that will permit of a reasonable attainment in all schools and also leave latitude for modification of techniques of teaching and of materials by those who have the will and the time to modify the course in social studies to suit their own situation.

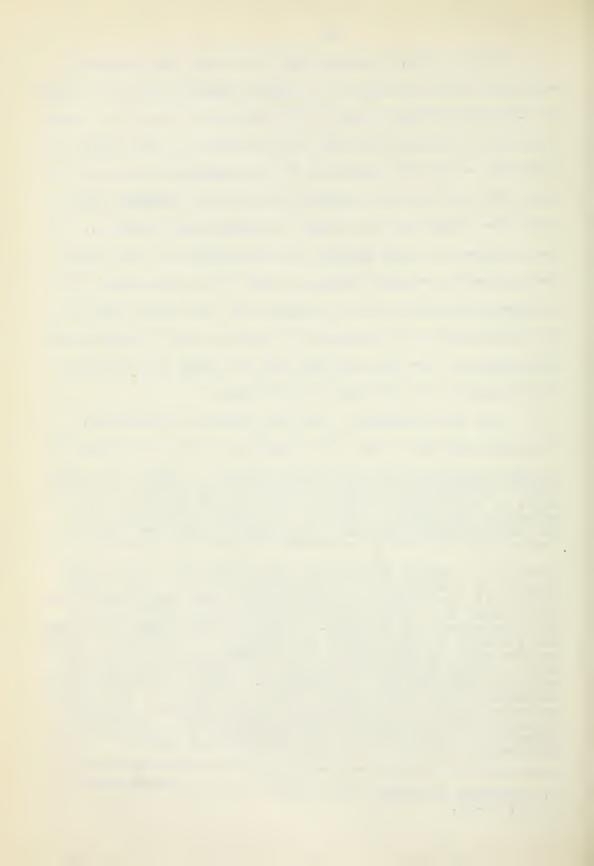
For this viewpoint I can cite numerous authorities.

Stormzand and Lewis state the ill-affects likely to follow un-

planned instruction in the social studies. "One of the reasonable criticisms that have been made of the problem, activity, unit, or integration programs is the lack of balance in the selection and study of materials by pupils, especially when the child-centered interest is allowed to have free sway in determining the reading selections." Later the authorities

return to a similar attack when they claim that, "One of the dangers of a transition to child-centered work, either when voluntarily undertaken by enthusiasts or when unwillingly followed under the supervision of administrative direction, is the planlessness of the work. Teachers often assume that careful planning is unnecessary, inadvisable or impossible in connection with the new methods of instruction. Experience with such planless experimentation will soon convince any teacher of the fallacy of such an assumption. Blind or unpremeditated ventures of this sort usually result in despairing or disgusted condemnation of the whole progressive movement. Such unfortunate results can be avoided by intelligent, systematic planning for pupil guidance and testing in the spirit and with the devices evolved in a typical subject workbook."

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies" pp. 38-39.



The same authors advance the idea that one splendid method of curriculum revision is to expand the course into study guides in order that teachers may more easily understand what is expected of them regarding methods in social studies.

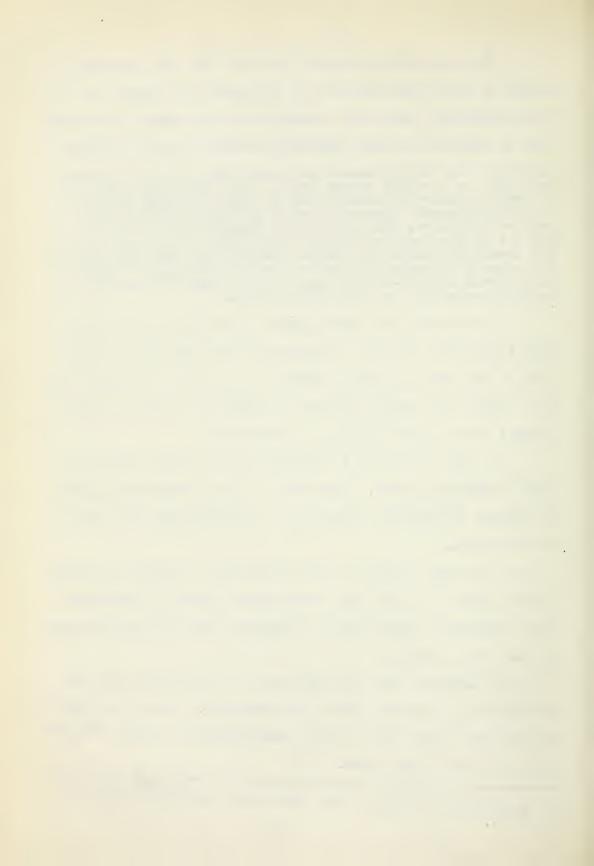
In this connection Stormzand and Lewis say, "In curriculum revisions in a school system where it is considered advisable to lead a number of teachers out of subject-minded attitude to an experimental approach toward the progressive, child-centred procedure, one of the most feasible means of revision may lie in the construction of study guides that will make the transition easier for those teachers who have not acquired the newer philosophy and who may have difficulty in laying aside their subject-minded bias or their habit of reliance on textbook materials in their instruction."

The evidence of these experts fortifies our personal experience that there is a recognized need for such an expansion of the social studies outline in the course of studies as will enable the average teacher to manage her social studies classes in the spirit of the new education.

To meet this need I announce the following summary of such a detailed course. Hereafter, I shall bring the opinion of eminent educational authorities to substantiate the plan I now enunciate.

- (1) The total course is to be stated as a series of problem units. Under the plan here stated each problem is subdivided into subsidiary topics which contribute toward an understanding of the total problem.
- (2) An adequate but not inalterable or inflexible list of references is included under each sub-topic. These are chosen in the first place from a small select group of books. General references are listed also.

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies", p. 31.



- (3) In most cases exact page references are supplied for the various books listed as containing materials essential to the solution of the problem.
- (4) Each main problem is followed by workbook exercises and tests in order that students may gauge their own progress as occasion may warrant.
- (5) The Alberta course in the social studies is re-arranged to provide a more natural sequence.

I shall now undertake a defense of each phase of this plan.

1. The course in social studies is arranged in units of work subdivided as a series of problems. Each problem is subdivided into a series of topics each of which comprises a minor problem. All of these minor problems contribute to the solution of the main problem. For example, in the Alberta course in grade nine social studies one main problem is "How Certain world Powers are Dealing with their Post War Problems." In the Alberta course a general survey of necessary informational material is included under the statement of the main problem. I have listed this material as problem sub-topics contributing to the solution of the main problem. I should like to observe here that I have not necessarily framed these sub-topics in . question form. The mere framing of a topic as a question does not make of it a problem.

I find here that I am in agreement with Stormzand and Lewisl who introduce their chapter on the problem method of

<sup>1.</sup> Stormzand and Lewis, "Mew Methods in the Social Studies", p. 44.



approach by declaring that to substitute questions for topics adds a novelty to the course but does not provide an alternative to the typical textbook.

Under our method the pupil is challenged to think and search and relate social facts that are understood by him instead of blindly learning them for a testing exercise. The teacher will put less emphasis on reproductions of facts from memorization. The recitation is abandoned as a means of testing textbook fact-learning.

They should deal with personal, individual and real problems of the student. Nany of these problems will originate in his current reading. We must expect the student to have serious curiosities and real interests in the social environment.

I shall here introduce evidence to support the proposition that a topical statement of the social studies course in problem form as a method of dealing with this subject has the approval of recognized authorities.

Dr. Swindler quotes Professor E.E. Windes, Supervisor of Secondary Schools in Albemarle County, to prove that this type of topical outline:

- a. permits individual effort
- b. free the teacher for individual supervision
- c. is a psychologically correct organization
- d. is the best type of curriculum revision.

Professor Windes is thus quoted: "The unit assignment plan as we are using it has all the inherent advantages of the segregated group plan and avoids all errors of classification.



It makes it possible for any papil to master any unit assignment on the level planned for papils of low, average, or superior ability ........"

"The plan requires written specifications within a unit of teaching for mastery at three levels of difficulty. ...... Since the assignment is made in written form in advance for the entire unit, which may involve three to six weeks' work, and contains written guides to study, the teacher is free after the first presentation of the unit to the group to give his time to the direction of individual pupils who work through the assignment at their own rate ......

"The general aims of the curriculum maker are to substitute a psychological organization of subject matter for traditional logical organization, and to select subject matter of greater social utility as a substitute for that which has been woven into the curriculum for the purposes of general discipline or logical completeness without reference to utility. Psychological organization implies selection and organization with reference to the learning needs, interests, abilities and attitudes of a particular pupil or pupil group ....."

"Our concern is to put before the pupil a guide to study that he may direct his activities towards the essential learning goals with greatest possible economy of effort and time....

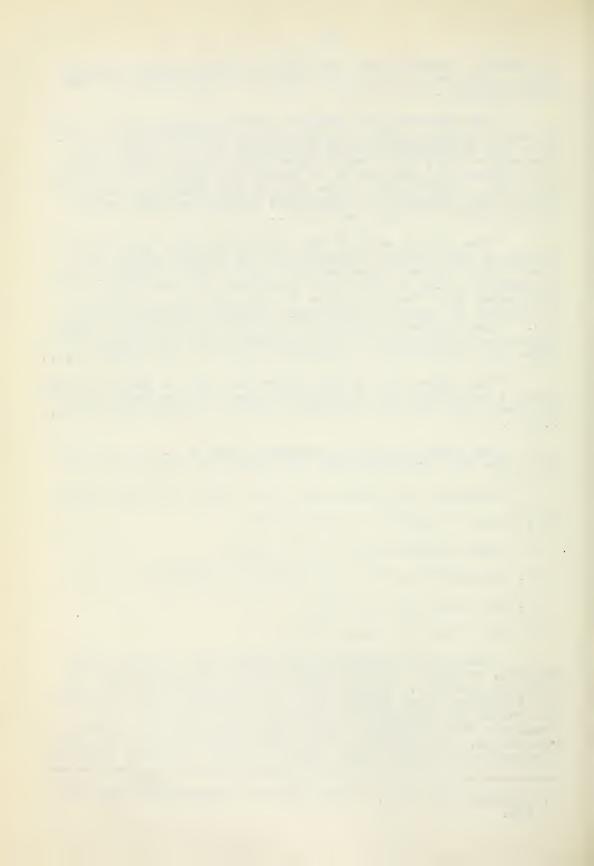
"We regard the unit assignment plan as ..... probably the best available means of curriculum improvement."

Frederick and Sheats make these claims for the setting of a series of problems or activities:

- 1. these problem topics act as guides.
- 2. they give the group opportunity for analysis.
- 3. they urge pupil activity.
- 4. they encourage independence.

This is what Frederick and Sheats have to say, "The project, contract and discussion methods may all be used for thinking practice. By and large however, some adaptation of the laboratory plan wherein much of the work is done in school and guided by carefully set exercises or activities will be found the most convenient and useful of all possible class procedures. The picture is of a group of pupils at work individually and collectively trying to solve or answer problems

<sup>1.</sup> Swindler, Dr. R.E., "Social Studies Instruction", pp. 182-183.



which they themselves have helped to set. The teacher acts as a guide, helper, and source of encouragement. On occasion groups or individuals bring the product of their labor to the whole class for criticsm and analysis."

Frederick and Sheats lay down two requirements for study by the unit outline method, "Exercises for thinking practice must be new or novel in the sense that the answer cannot be obtained directly by reading, or asking or looking."

"Units for thinking practice must be such that facts are obtainable by the pupils largely as the result of their own efforts."

In regard to the psychological necessity for dividing the course in social studies into significant problem aspects

Dr. Bining says, "We might emphasize that the division of a course into its significant aspects, learge enough to be significant and small enough to be seen as a whole, is a step in the right direction in the teaching of the social studies. The human mind is too limited to grasp the significance of a maze of factual material, especially if unrelated. The relationships must be presented one with the other. This is the only way the social studies can fulfill their function of enabling youth to understand the world in which he lives."

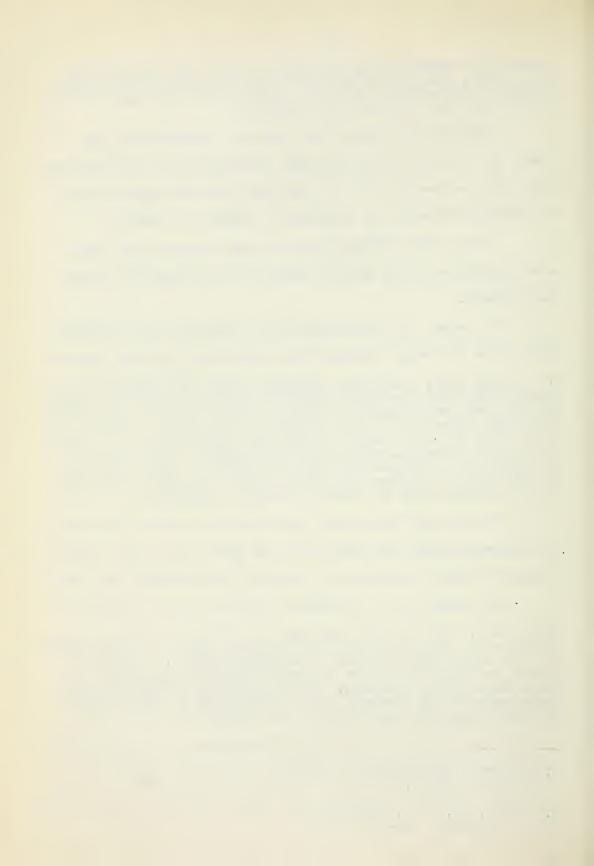
For my plan to provide study outlines containing names of reference books for individual and group use in the social studies I find a statement of support from Stormzand and Lewis.

In chapter two the authors discuss types of workbooks.

They write, "In fact the best type of workbook in the social sciences as well as in any other content subject, should frankly be a study guide as well as a testing device. Teachers should use any workbook in the social studies largely for the purposes of study guidance. Pupils hould be allowed to have their copy of the workbook test to lead them in their reading and they should be instructed in the thoughtful use of such

<sup>1.</sup> Frederick and Sheats, "Citizenship Education Through the Social Studies", p. 62.

<sup>2.</sup> Bining, Dr. A.C., "Teaching the Social Studies in the Gecondary Schools", pp. 198-199.



study guide tests. .......... Another element likely to be given considerable development in future workhooks in the social studies is the guidance in collateral reading already found in some of the more ambitious plans for correlation and integration or in the more usable plans of unit organization."

The two educationists ther declare that workbooks as guides to collateral reading may correct some of the errors of organization in progressive practices.

The second advantage that I have found in the practice of listing the names of books in which the necessary information to attack a sub-topic may be found is that it saves time. I know that there is a value in allowing the child to enjoy the self-activity involved in finding his own reference. There is, however, a limit to the time that may be spent profitably in this manner. To send the student to find reference material in a variety of books pre-supposes an intimate knowledge of books on his part. The method here outlined will introduce the child to a reasonable number of reference books. Later, he will know where to go to find information on topics without having source books listed for him. Until he acquires the necessary intimacy with a wide number of titles of books, and the type of information contained in each, economy of time demands that the pupil be given a list of references for his topic.

In this attitude I am supported by the opinion of Dr. Bining who writes, "if there is much labor or difficulty in obtaining books, pupils are prone to ignore them unless there is some outward compulsion. If pupils see the need of consulting a reference or of looking up an important point, they will probably do so if the means are at hand."2

<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studies", Chapter 11.

<sup>2.</sup> Bining, Dr. A.C., "Teaching the Social Studies in Secondary Schools", p. 170.



The third argument I advance in favor of the proposition that the teacher or some other competent authority should outline for the pupil possible reference material is that the pupil may not be competent to judge discriminately and from an educational viewpoint the best material to choose. I do not subscribe to the educational notion that the teacher must surrender all leadership in the classroom. I believe there is much need for teacher control and direction in classroom work. I grant child interests need to be exploited to the greatest possible extent but I agree with the Virginia State Committee of 1933, which urged that child interest is not the only factor to consider in the arranging of a social studies program.

"We accept two fundamental elements or factors as basic to a sound philosophy of curriculum building in social science on this level. These basic factors are: (1) the child and his interests; (2) the conditions, values and needs of the democratic social order .......... That is to say, this committee is not willing to set up child interest alone as the major concern of the curriculum builder of social studies on the secondary school level. For adolescents, considering the present-day insistent problems, issues, needs, and maladjustments in our democratic society, social needs certainly must be considered paramount."1

Professor Billings also demands that the actual outlining of the course in social studies be not left to the discretion of pupil minds. He says, "Those who assume that child

cretion of pupil minds. He says, "Those who assume that childrens interests should be the sole criterion of curriculum content seem to believe that there is a great divergence between child and adult interests. There does not seem to be any real foundation for this belief....... The activities and problems that should form the basis of the course ...... are those that are concerning both the most advanced adults and the most advanced children."

<sup>1.</sup> Swindler, Dr. R.E., "Social Studies Instruction" p. 47.

<sup>2.</sup> Billings, Prof. Neal, "A Determination of Generalizations Basic to the Social Studies Curriculum", p. 260.



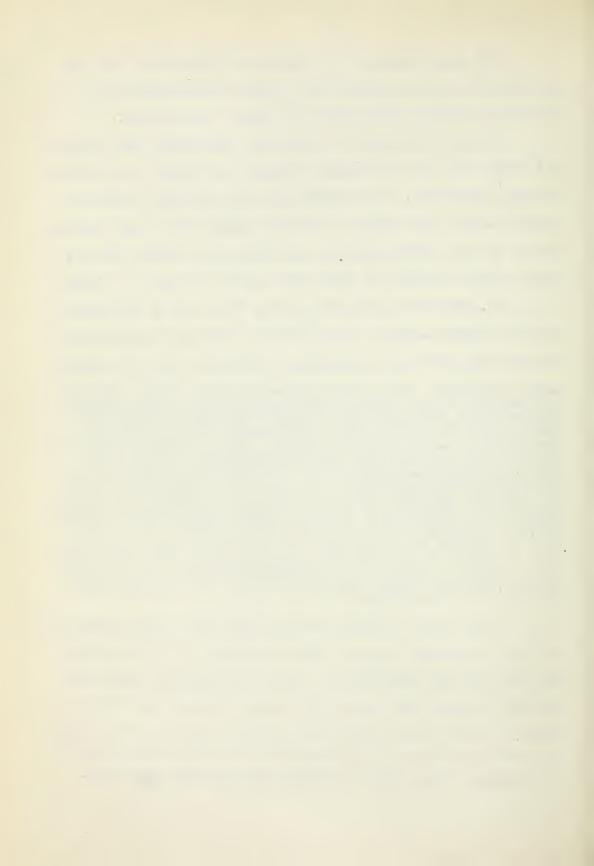
The second phase of my suggested treatment of the social studies course, namely, that names of reference books should be included under each sub-topic, I now defend.

In the first place I claim that this method will impress the child with the advantages of using the library as an educational instrument. The student does not develop a textbook complex under this method. Practice trains him to seek information in his library just as naturally as he might turn the pages of his textbook to find information he knew to be there.

ment of Superintendence of the National Education Association to prove the merits of persuading children to form the library habit in school: "The single text-book is no longer considered adequate to the needs of the growing child. The problem-project plan, the committee research and report method, the individual contribution idea, all demand the opportunities afforded by a well equipped library. Here the child should be able to find data for his special assignment, to work with others on committee reports, to find collateral reading that will broaden his knowledge .......... As a result of using the library, children come to realize that reading is a normal habit which affords much pleasure, gives one valuable information, and provides a most worthy use for leisure time. They come to realize that knowledge is not divided into subjects; that a library is the natural place to go for information, and that a public library is a community necessity. In using the library, skills, habits and appreciations are developed that will be of lifelong value."

I now offer a defence of the idea that in many cases it is vise to include the exact page references to which a student may turn for information. It can be assumed, reasonably, that the teacher will have a wide range of experience with books. He will turn readily to the exact portion of the refer-

<sup>1.</sup> Swindler, B.E., "Social Studies Instruction", pp. 61-63.



ence book required for a particular topic. The stadent will not, at the grade nine level, have acquired this facility. To turn the student into a strange reference book to find the two or three page article he requires may consume more time than can be justified educationally, especially where the indexing has been poorly arranged. This habit of thumbing rapidly through a text to find what is required vill some in time to the student who is daily using an efficient means of finding material. It can be said also that the student loses nothing in independence hereby because he is still perfectly free, indeed, he is invited to find new reference material of his own to substantiate the proposition he is defending. The exact listing of page references as is given in my outline ensures that the student will have at his disposal one possible source of reference material. He may add to this and thereby acquire whatever measure of independence may come to him through the habit of personal search. Certainly there is far more to urge him to such a procedure under our outline or problem method of approach than there is working under the restrictions toward factual memorization imposed by a textbook,

numbers for the references concerned from Dr. Bining. I quote:

"It is certain that the teacher should not have his class lablaboriously searchinh out minor details that he can easily
give. How much the teacher will assist the class in finding
outside material is also a question that the teacher must decide. With the younger classes he may have to be rather specific in his references. Pages will have to be assigned and
material specifically pointed out ......... One guiding
principle must be kept in mind: the means of solving the prolem must not be vague to the pupil or much of the value of the



procedure will be lost to the pupil."1

outline of topics. This need not be considered as a separate entity. The whole scheme involved here may not differ greatly from the various types of problem workbooks which now accompany some newer types of texts. Dr. Harold Rugg of Columbia University has devised such a scheme of textbooks and workbooks. When we include a workbook with—out topical outline the combination of the two might be considered as a double-barrelled workbook activity. Working individually or in groups the students may for all practical purposes find themselves working on topical problems that closely approximate one type of workbook exercise and then later they may find themselves working on a second type of workbook material designed to put into practice or test what they have learned while working with the topical problems.

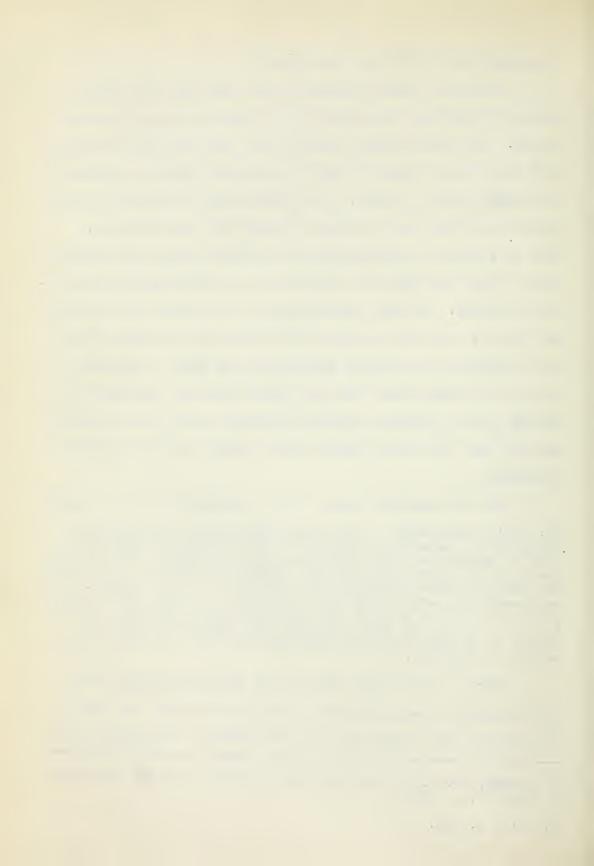
For the workbook aspect of my suggested plan I can quote

Dr. Bining favorably. "The activities provided in manual or workbook are generally intended to be carried out under the plan of supervised study or laboratory procedure. They include required and suggested readings, problems, exercises, questions, map making, graph preparing, and work of a similar nature. These ready-made procedures may prove suggestive to the teacher and beneficial to the work of the pupil in the laboratory. However, it must be borne in mind that the best results of teaching cannot be obtained by following slavishly the directions of a manual or workbook."

Here, I must state that in the double-barrelled workbook material I have presented there is no attempt to limit the constructive imagination of the student. The problem units

<sup>1.</sup> Bining, Dr. A.C., "Teaching Social Studies in the Secondary School", p. 114.

<sup>2.</sup> Ibid. p. 175.



outline the material of the course of studies. But having arranged this material in a psychological sequence we have left the student absolutely responsible for devising and evaluating and choosing the vital means whereby he will illustrate, demonstrate and make as nearly concrete as practicable the factual material he acquires through reading.

Our outline may seem to favor the accumulation of purely factual material. This is not our intention. It will be the duty of the student to analyze, and organize and illustrate in an interesting manner the information that he gathers in order that he and his group members may understand the meaning of the facts gathered and therefore retain vital information without resorting to the crude and temporary learning method of pure memorization.

of information permits the student of social studies all necessary latitude for freedom, planning and activity demanded by progressive educationists. After all, an experienced student may not know what units or facts should compose the curriculum and it is a perversion of recent educational trends to expect this of him. However, once specialists have decided what basic units the student should learn then it is entirely dependent upon the capacities, the industry, the ingenuity of the student as to how much real learning takes place. In other words we contend that teachers and other specialists should outline the units that, from their knowledge of child psychology, they believe students of a certain mental age can master, and from



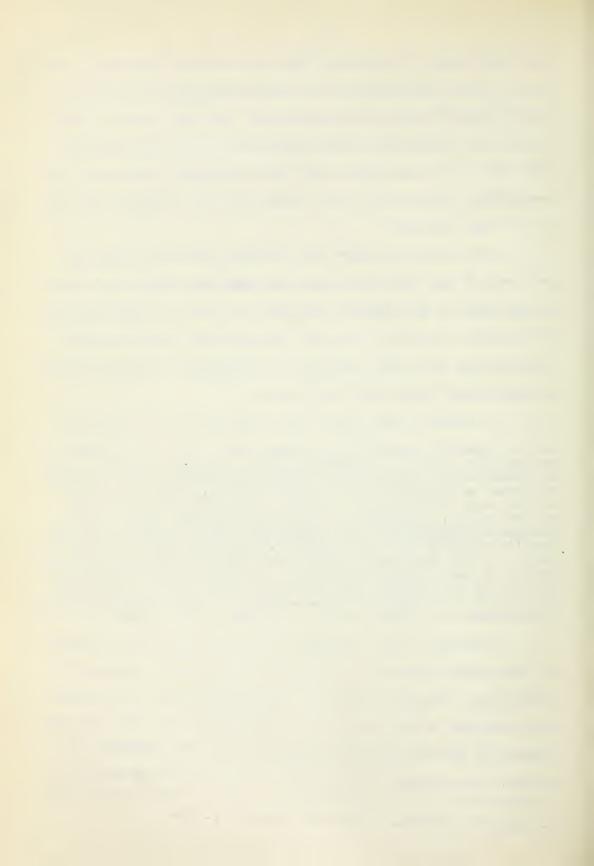
their knowledge of sociology they believe that he needs to have. Once a course thus grounded in sound psychological and sociological practice has been established, the full powers of the student can be directed into activities of his own choosing that will be in accordance with the fundamental principles of progressive education and yet ensure that the student will not be an "educated cad".

After this procedure and resulting activity based on part one of each unit has been completed the student may turn to part two of the workbook material to test his comprehension. If he fails to achieve required standards his technique and thoroughness will need checking. The workbook material included must never become mere busy work.

Dr. Harold Rugg favors the introduction of a workbook and he herewith describes the proper use of it. "Experience teaches the value of a planned program of work. Skilful teachers have learned that only by careful planning can the desired cutcomes be achieved in the social studies. Lack of plan is almost sure to guarantee a chaotic organization in the minds of the pupils. Believing, therefore, that the teacher will velcome a comprehensive and systematic plan of activities, the Pupil's Workbook has been prepared. This plan has not been set up in the expectation that every class or every pupil shall engage in each activity suggested. The aim of the authors is to provide the teacher and his pupils with a varied and stimulating list of things to do ....... These suggested activities are not to be slavishly followed by the teacher......

Finally, I shall undertake to justify the re-arrangement of the problem topics in the Alberta social studies course for grade nine. The plan calls for the re-arrangement of the six main problems of the course in an order that will hold the attention of the students from the first day and throughout the course. In a recent survey of the preferences of members of

<sup>1.</sup> Rugg, Dr. Harold, "Teacher's Guide", p. 27.



present nominated the problem "Now certain world Powers are dealing with their Post-War Problems" as the most interesting of the grade nine social studies units. While I do not claim this is conclusive evidence supporting my theory I do know that it corresponds to the experience I have had in teaching all of the units. It is not only the question of student preference that has urged me to deal with problem six first, but also the consideration that once this problem has been covered the information gained may be used as a knowledge background for the balance of the course.

And so the course as here outlined would place problem

VI first in an attempt to set up the problem.

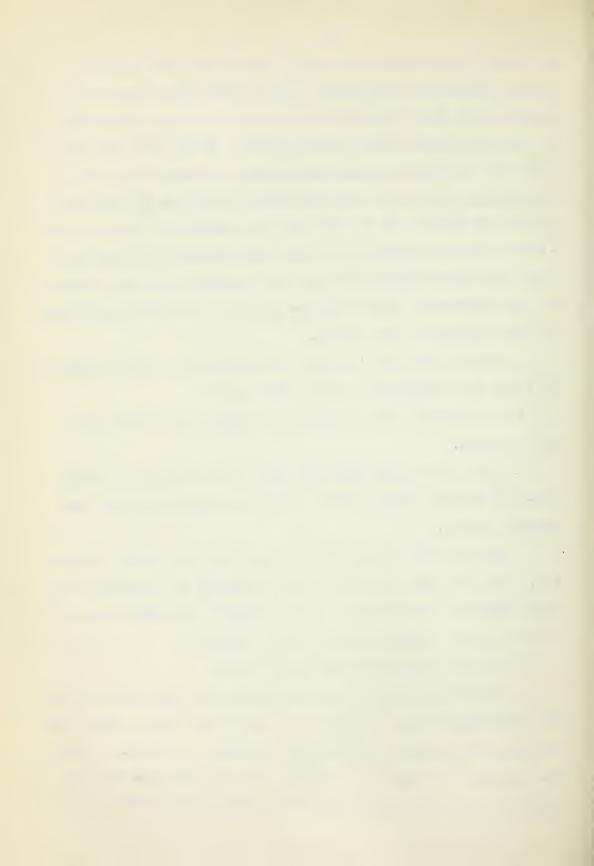
(1) How certain World Powers are dealing with their Post-War problems.

This would establish the idea of the problem as being two-fold and the pupils would see war and poverty as the twin menaces to man.

Next on the list, problem one, as in the course of studies, would be taken with the view to raising the question: Are these problems inflicted on man by nature's inherent scheme or is man himself responsible for their creation?

(2) How the Environment Affects Living.

Problems II and IV are investigated at this time to show how industrialism has changed the face of the world. This will show man at his best, creating new comforts of living. I urge the inclusion of these two problems at this point because it seems to me to be a psychologically correct arrangement of the



course to have the students study man's use of nature's abundance immediately after they have reviewed the location of that abundance.

- (3) How Science Affects Living.
- (4) Now Industrialism is Revolutionizing Home and Community Life.

The next problem is that of democracy. "Has democracy proved more efficient in approaching world problems than the opposite form of government?" is the spirit in which this problem can be initiated.

(5) How Britain and Canada have developed a System of Democratic Government.

And finally, we would turn to investigate the main crux of all our problems in problem three.

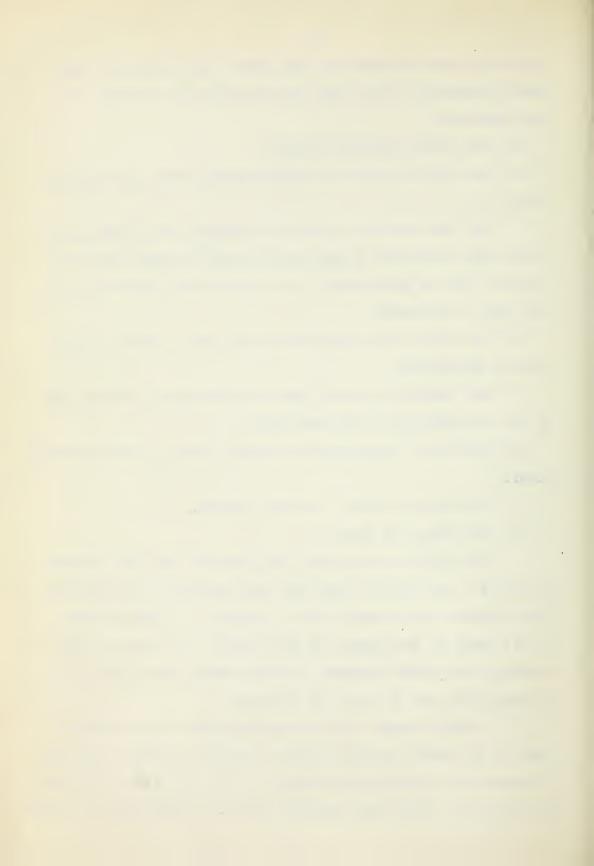
(6) How Modern Industrialized Nations Produce and Distribute

And now, if we dare, the next problem.

(7) What about the future?

Why should we re-arrange the topics? The first reason is that for the child to know the main problems of the present world enables him to search for a solution of those problems in his study of the balance of the course. By means of this technique the course becomes a living reality with a real goal: to understand and to solve our problems.

A second reason for the re-arrangement of the course lies in the great premium it puts on current events. Many pupils arrive at the adolescent stage of life with little interest in political, social and economic events. A discussion of events



and personalities in the war and post-war world, as included in problem six, will give most pupils a real interest in the current events of the period.

A third reason for the re-arrangement is this: to drive directly into problem one reminds one of the old system of teaching something just because it was on the course. Indeed, the new student may have been subjected to such a method. Problem one in the course of studies, as we have discovered in our classes, can be handled more clearly as a social problem if it follows six, in the spirit of: "Well there is our problem. Is that problem man-made or did nature impose it on man-kind?"

A final reason for the re-arrangement lies in the amount of biography which can be introduced in problem VI to enliven the grade nine course in social studies. Wany of the personalities live today. Much material for discussion is available. A spirit of discussion and debate may be infused at the very beginning of the course, a spirit and a practice which can be transferred to the balance of the course.



## CHAPUTS IV

## THE SOCIAL SUMDILS LANC AND Y

What is a social studies laboratory? We have an authorative answer from Dr. T.B. wesley. "The laboratory method seems to have grown out of the directed-study plan, for the pupils naturally needed materials with which to work. So the laboratory method places primary emphasis upon equipment and its use. Of course, the equipment is subsidiary, but it furnishes the distinguishing characteristic of the method. The term was borrowed from the sciences, and perhaps carries a false connotation of objectivity and tractability. Thile the method does not bar the use of the library, it pre-supposes a well-equipped room in which the students have access to books, magazines, maps, pictures, drawing and construction material, a radio and all types of equipment and supplies that will promote better work."

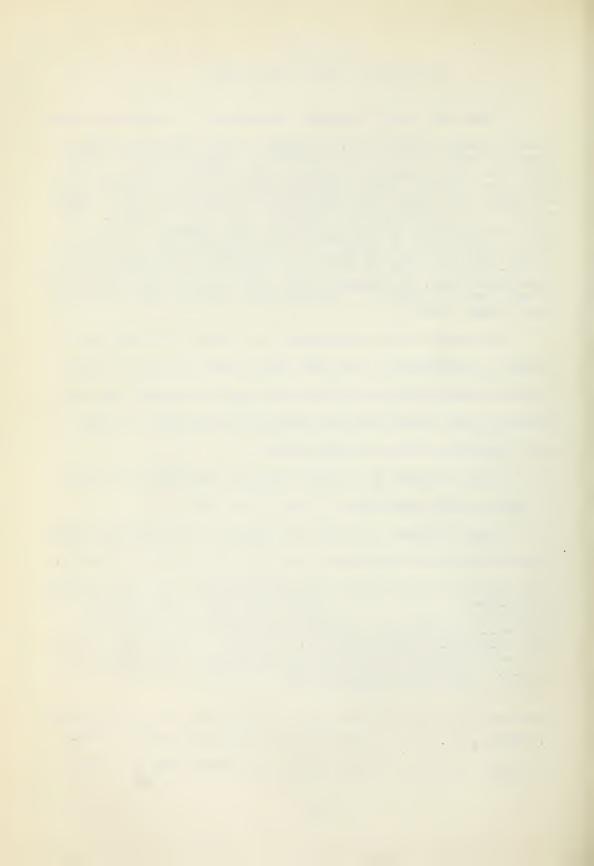
A social studies laboratory is not as difficult or as costly to establish as the name would seem to imply. A very complete and satisfactory laboratory may be planned and coppleted by the social studies classes of any school working over a period of two or three years.

The building of a social studies laboratory can serve to relate child activities to real life work.

Paul R. Hanna of Stanford University has cutlined basis considerations in the formulation of a true social education.

<sup>1.</sup> Wesley, Dr. E.R., "Teaching the Social Studies", p. 545.

<sup>2.</sup> Hanna, Paul R., "Youth Serves the Community", pp. 35-36.



It has been my experience that the project of equipping a social studies laboratory provides an opportunity for the jective educational procedures that achieve the desirable goals outlined by Professor Harna. Imagination, energy, resourcefulness are more essential to the successful conclusion of this project than is money. Let us here consider a plan for arranging a social studies laboratory.



SOCIAL STUDIES LABOPATORY, RIDEAU SCHOOL, CALGARY.



A Library in the Social Studies Laboratory

The library must contain interesting books. I have appended to this thesis a list of essential library books for the social studies laboratory. Some of these books will be available in the school library. In the main I have found it far more successful to have a room library for social studies. It will be obvious that most school boards will refuse to supply each teacher of the social studies with a room library. However, this lack need not bar the way to effective social studies. The pupils can build up their own library.

One method we used is the following: Warn students in the spring not to purchase the official textbook. On the opening day of school collect from each student the price he would have to pay for a textbook. When the money has been collected it may be used to purchase reference books - one of which may be the present official text. If an order is obtained from the chairman of the School Board a substantial discount may be obtained by ordering the books through the Department of Education. If this practice is pursued for two or three years, the reference library will develop adequately even in a rural school. While such a library is being accumulated care should be taken to order in the first instance books most representative of the course and ones which cover it most thoroughly. This plan need not be confined to Grade 'IX alone. Grades seven, eight and nine can pool their funds to provide a common reference library.

<sup>1</sup> Appendix 3.



Frederick and Sheats declare this to be a feasible plan:
"Many schools now require the student to buy his own textbook.

Instead the student should pay his fee into the departmental treasury from which purchase would be made as needed."

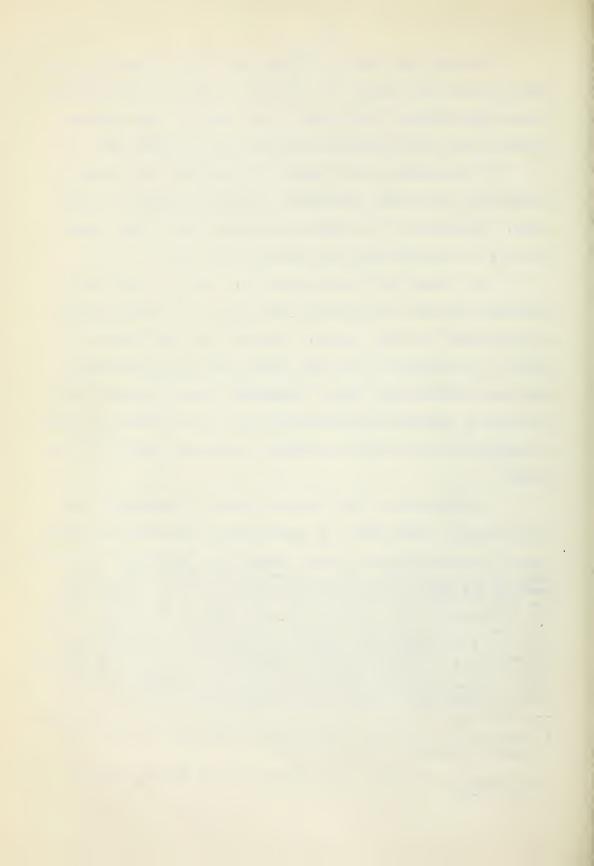
We have added to the number of books in our library by letting the class plan and execute various projects to raise money. They have put on shows and staged candy sales, even raffles, to collect money to purchase more books.

The library will need magazines. We have found that magazines provide a substantial type of social studies material not found in daily papers. Magazine articles contain a summary of the news of the week rather than the sensational headlines of the daily paper. Magazines usually contain discussions of opinions regarding the news. This provides thought provoking substance for the students in social studies to consider.

In this view of the relative merits of magazines and daily papers I find that I am sustained by Stormzand and Lewis thus: "The daily from a near-by large city, which may be accessible to most students, has a corresponding objection. Too much of the news in metropolitan papers deals at length with the city's crime and scandal that has only an ephemeral interest and probably too often, in yellow journal excesses, a deleterious effect on the interests and character of youth. Because of its sensational nature, as provoked by journalistic competition, it may at least be charged that the average high school student will be wasting much of his time in going through such a paper and will acquire the greatly distorted journalistic perspective of what news is really important."

<sup>1.</sup> Frederick and Sheats, "Citizenship Education Through the Social Studies", p. 198.

<sup>2.</sup> Stormzand and Lewis, "New Methods in the Social Studies", pp. 56-58.



These authors do not completely condemn the daily paper.
They find in its feature columns and editorials, even in its
crime sheet, material essential to social studies.

Stormzand and Lewis prefer magazines to duily papers for use in the social studies class because they lack objectionable crime features. Magazines summarize daily news in such a way as to avoid inconsequential details. The weakness of magazines is that they do not report local and provincial events.



PICTURES AS SOCIAL STUDIES E UIPMENT



We have experienced little difficulty in securing esentiel marazines. We made a simple request that students undertake to supply our social studies room with useful marazines. Together we compiled a list of marazines we considered neeful in social studies classes. That list is appended herets. To stimulate class interest in bringing the magazines, a credit of five marks was allotted to each student who brought one magazine regularly throughout the month. Soon we had accumulated over one thousand valuable magazines. Groups of students searched the magazines for topics of social studies interest. The name of each such article was listed on the outer cover of the magazine before it was filed away in a cabinet under such headings as biography, economics, social problems, processes, minerals, manufacturing etc. Whenever students require additional information regarding their topics they are at liberty to search in magazines for it.

To stimulate interest in current events we have adopted the policy of using one period per week for reading, discussing, evaluating reporting on magazine articles. The students are permitted to choose their own article, provided it will have a bearing on some social studies topic taken or to be taken during the year. A rapid check is made to ensure that the article chosen is of social studies value. We have noted that suspicious teachers can damage the practice of using magazines in school by casting aspersions on their use with, "all they do is look at the pictures". By mutual consent and to preserve our privilege of using magazines, we have agreed to

<sup>1</sup> Appendix 2.



test for understanding and factual knowledge about one week after the article is studied. Interest in current events is growing rapidly.

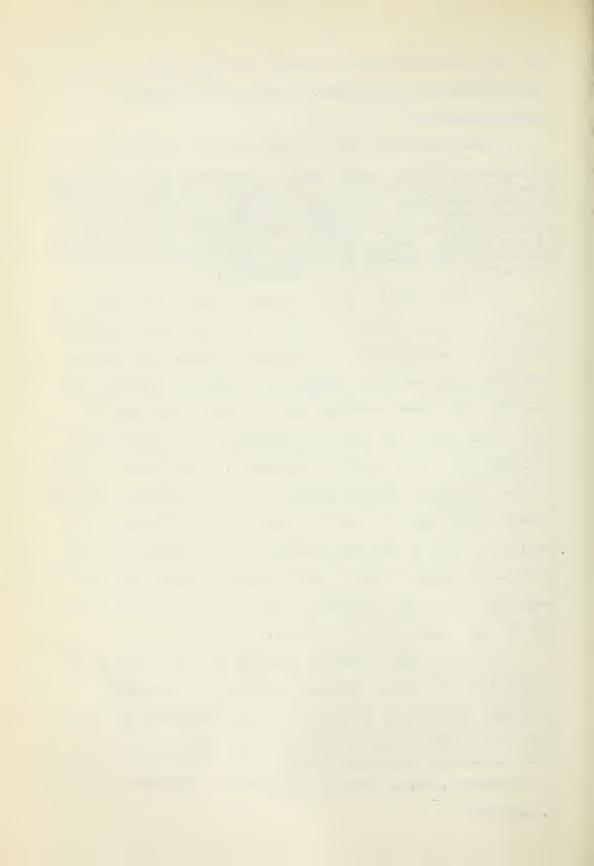
Vear Book I of the John Dewey Society supports the use of magazines in the social studies laboratory thus: "A recognition of the shortcomings of the textbook raises the question of other materials. Much more adaptable to current demands are brief pamphlets and magazines which organize the facts around single topics. Probably the greatest need at present is for abundant source materials organized flexibly enough to provide for the variety of needs of individual students and for varieties of curriculum organization."

A third useful source of social studies information is found in the great number of stories of industrial processes supplied by manufacturers of consumers' goods. An extended list of sources of these pamphlets is appended hereto. In the fact that these materials are so readily available we found opportunity for class co-operation in the project of equipping our social studies laboratory. Each member of four classes in social studies donated a two cent postcard with the understanding that it would be used to mail a request for a pamphlet to one of the manufacturers offering these free of charge. By means of this method we secured about two hundred pamphlets which have provided a variety of interesting material for our social studies library.

A fourth pupil activity that can add excellent source material to the social studies laboratory is the making of placards. Each group of students may be persuaded to illustrate their information by placing a copy of it on a sheet

<sup>1.</sup> Kilpatrick, Wm.H. (Editor) "The Teacher and Society", p. 106.

<sup>2.</sup> Appendix 4.



of cardboard bearing sketches or diagrams of the wain points. As a result of group effort a large amount of information is selected. To illustrate the main points a placard is made showing by graph, illustration, picture and diagram a colorful and artistic representation of the topic at hand. On each placard is typed a full story about the topic. Grouped together, the class effort on each piece of work provides the equivalent of a well-illustrated and extensive source book of information. In some cases students may report their findings to the class. In other cases further study of the placards of one group by another group may occur, or there may be a combination of both methods. In any event the material placed before the students will be much more complete, story-like, illustrated, colorful and effective than is found in almost any text. These then can be filed away either as complete units or under headings such as "Biography" etc. in a filing cabinet for future reference. We made a filing cabinet of one by twelve lumber. The cabinet contains shelves on one side and a magazine or booklet rack on the other side.

On the placard side we have the headings:

Economics Biography

Winerals Social Problems

Government. War and Peace

Processes Manufacturing

rocesses Randrac curing

Inventions Trade

Agriculture Countries

Transportation Institutions

Grade VII Grade VIII Grade IX

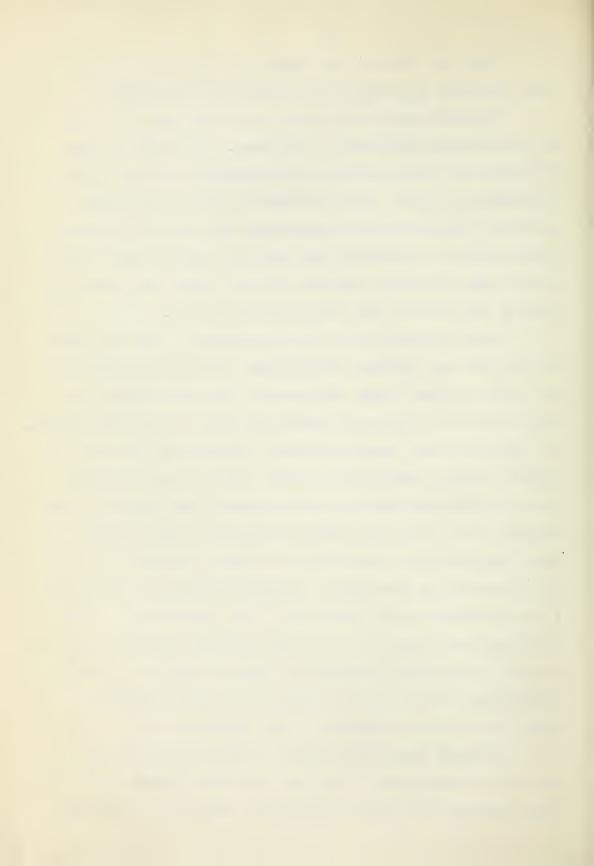


When the placards are filed away according to these main divisions they may be found easily for later review.

Placards under these topics are filed away in the proper compartment regardless of the grade. Work done by Grade VII furnishes vital and interesting material for Grade VIII and Grade IX review. Work contributed by the above grades provides ideas, ideals and suggestions for grade VII students. Placards may be accumulated and used from year to year. This year it was found that students did much better work after examining the placards done during previous years.

From the product of the three grades at work on a similar unit the best placards were chosen. A bulletin board, 4'X 12', made of rough lumber and covered with green crepe paper was constructed and placed against the wall at chalk rail height. On this, was thumb tacked in orderly arrangement, the work of highest calibre comprising the unit. The advance knowledge that the best work would be posted, bearing the student's name brought forth a very fine effort from nearly every student. This large bulletin - we had four of them - provided more means of competition or decoration - although in these two capacities it was effective. As a variation to seat work review students were permitted to go up to the board to study special topics in which they lacked information. Mearly always the accompanying diagrams were of such a nature as to enable study from these alone without reference to the printed matter.

Students were encouraged to correct the spelling and the form of their work. They were advised to have parents and other students aid in such correction. Reports are more com-



pact, more legible and more presentable as plugard reports when typed. The typing may be done by the students themselves on they may get someone to do this for them. In this part of Calcary many business men live. They are glad to take the work to the office to get it typed for their children. A high standard of work has resulted. The home and school were given a valuable and needed co-operative contact.

Rural areas engounter no obstacles here. It is our intention to purchase a typewriter for the social studies laboratory in order that it may be made available to students who have no typewriter controts. In rural schools such a purchase is equally possible, more necessary and even more decirable. It would add a novelty to the course and provide a source of new interest. It would provide the basis for a new skill. One dance in a country school could earn enough money to purchase a fifteen or twenty dollar typewriter.

Care must be exercised to see that placards do not become ends in themselves. They will contain a variety of pictures, diagrams, graphs, cartoons and facts. This material will be used to impress the story the placard tells. To impress, the placard must be colorful and artistic. But color and artistry cannot be accepted as the end result. Unless the placards aid students to understand the topic, unless they depict information in an impressive form they will be worthless as an instrument of teaching.

Stormzand and Lewis urge that a radio is an essential part of the equipment of a social studies laboratory, "At



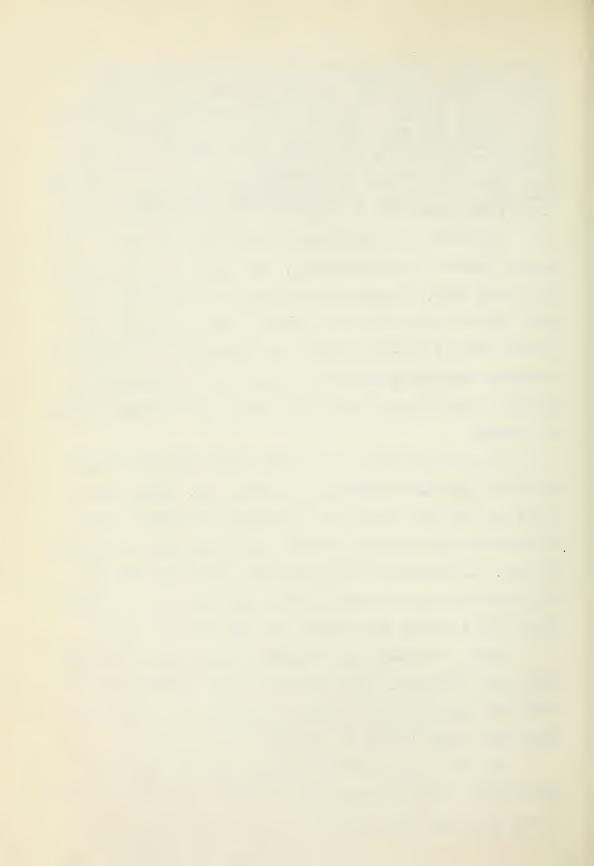
present, acide from the controlled cummaries, such news as the radio brings, the firsthand broadcasting of events, has a great advantage over the newspaper accounts of such events. Take such an example as a presidential message to Congress or an important political meeting. The radio brings us the reality, in full and exact detail, as well as instantaneously. This reality not only adds glamor to the interest of such important events, but it frees the event from all possibility of biased editing and interpretation ...... It may not seem unreasonable, when we have discussed the possibilities of the radio, to say that a receiver should be available at any time of the school day for any class in the social studies."

Of course the first problem is to get the radio. This should present little difficulty. One girl in our room donated a fruit cake. Tickets were sold for ten cents each. Each pupil sold a large number of tickets. From this raffle we cleared about fifty-five dollars and purchased a suitable combination radio and gramaphone. Anyone who is interested in getting a radio for his school may employ some similar venture to purchase it.

One valuable use of the radio is to have the classes listen to important utterances by public men. Recently, our class had the very educational experience of hearing Prime Minister Winston Churchill deliver a stirring masterpiece over the air. As lessons in social studies these addresses not only give the pupil dramatic first hand news, but they also stir up an interest and a desire for more current events.

Again, the radio may be used to place before the class daily news bulletins. This service is very important for the child who lacks access to interesting papers and magazines. In many other cases no news is available to the student.

But the radio has still to find its main strength in school work. That strength will be found, I believe, in interesting and vital broadcasting of student programs. The main



weakness of the radio in the Educational field is due to two facts. First the material is not specifically planned for school work, or else, if so planned, is usually so dry as to render it almost useless. Children cannot be expected to show great interest in broadcast material suited to adult interests and broadcast dryly by adults.

In 1938 my social studies class prepared an educational broadcast and delivered it over station C.F.R.N. Edmonton. During the preparation in our social studies class we endeavoured to overcome the deficiencies of such broadcasts by gaining our information from a great variety of interesting sources. Then the less interesting sections were excluded. Our broadcast lasted one half hour. In advance our inspector, Mr. John Scoffield of Wetaskiwin, had advised all schools in the area to arrange access to the radio for their pupils on the afternoon of our social studies broadcast. In a notable number of cases instructions were followed. The program proved enjoyable, adequate and interesting to the radio audience. This was a valuable experience for all the students in our inspectorate and many vital lessons were learned.

In the first place we gained the impression that pupil prepared reports were worded in child language and therefore more acceptable to child listeners. Interest was much keener than in similar cases where adults put on the program.

Secondly, the promise of access to opportunity to speak over the air stimulated study in our class as no other factor could have done. Students studied enthusiastically because the



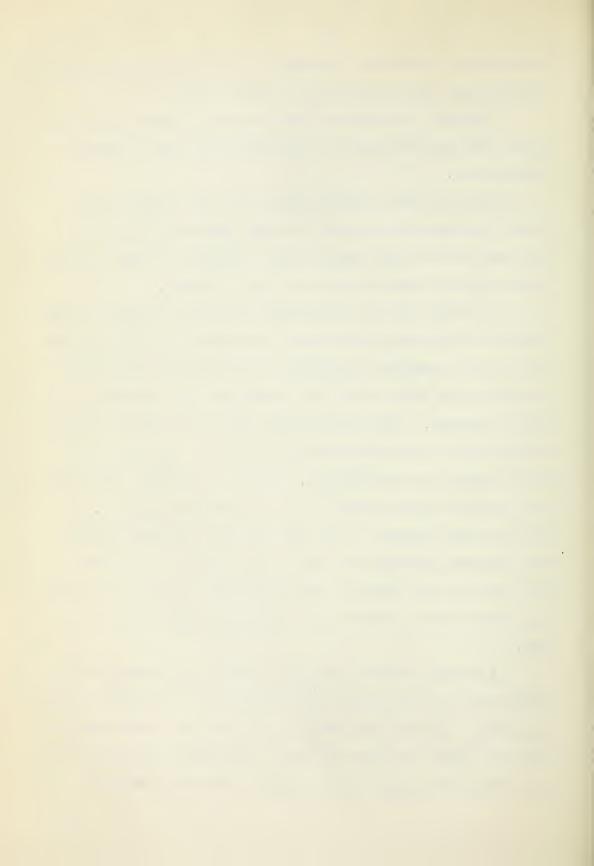
attainment of excellence promised a reward of gaining a position among the ten to be chosen for radio work.

Finelly, a program of radio activity offers one of the finest and foremost means of enlisting school and community co-operation.

We ended our personal venture in pupil broadcasting firmly convinced that schools of each inspectorate and also one inspectorate with another might co-operate in this venture for the good of education in the total province.

In regard to the possibility of making the radio a more effective instrument of education Stormzand and Lewis suggest that a radio committee be allowed to scrutinize lists of future broadcasts with a view to choosing the more effective for school purposes. They suggest also that in the field of educational guidance persuasion might be used to encourage students to prefer better programs. However we did not find fault with types of radio programs for entertainment purposes. We did find fault however, with the fact that too few programs were purposely planned for school use and with the further fact that, in our opinion, those which were planned for school use were of such a nature as to discourage pupil interest in them.

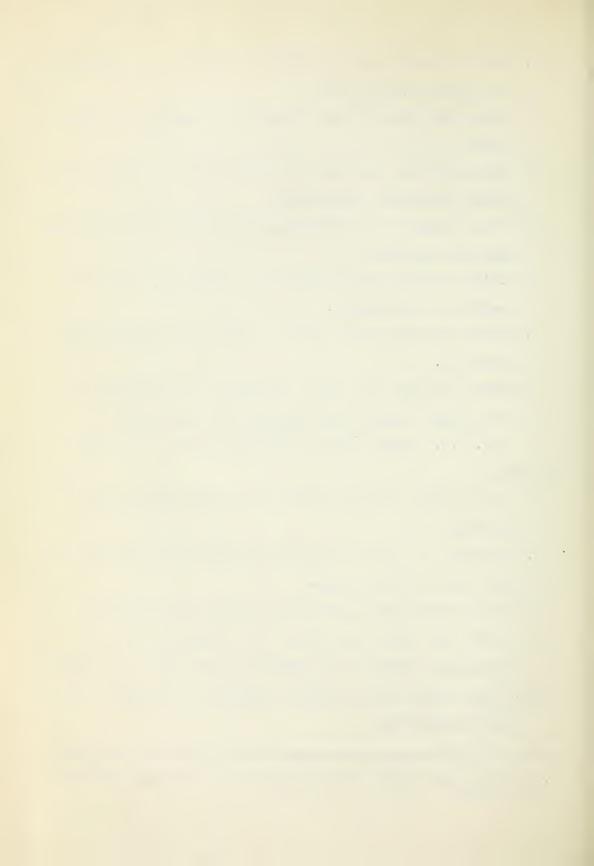
A moving picture projection machine and access to a wife variety of films should be made available to the social studies laboratory. Ynowlton and Tilton have conducted experiments to prove the value of motion pictures as an aid to learning. They state these advantages for the motion pictures in school.



- 1. "Totion pictures enable pupils to acquire more infor ation within a givin time.
- 2. Notice pictures are most effective in teaching relationships.
- 5. Votion pictures are also very effective in teaching historical characters and places.
- 4. Motion pictures aid retention, but not to the extent that they aid learning.
- 5. Motion pictures cause students to participate more frequently in recitations.
- C. Motion pictures cause pupils to read more supplementary materials.
- 7. Motion pictures not only do not help in the teaching of chronology but actually decrease such learning."

  Dr. E.B. Wesley lists the characteristics of a good picture:
  - 1. "In the first place it should be accurate of at least truthful.
  - 2. Pictures .... need illuminating captions in order to insure their effectiveness.
  - 5. In the third place, pictures of scenes and processes should tell their own story. Too frequently they are meaningless without the comments of the author or teacher.
  - 4. In the fourth place a picture should be localized or at least identified.

<sup>1.</sup> Knowlton and Tilton, "Motion Pictures in History Teaching" pp. 90-93.



U. "A fifth quality of a good picture is simplicity."

One of the prime difficulties of motion pictures in social studies is the dullness of the available recla. Educational reels are now passing through that former stage of school textbook production where every text had to be dull, dry, and colorless. Those in charge of preparing moving pictures for class room use must learn that they need to do more than describe the article or process involved. They must enliven their material with living subject matter, with humor, with color, with novel backgrounds. They should remember that they are not just making a"movie" but that they are making a piece of film which will aid in the process of education by forming lasting impressions. They must never forget that their film must compete with other films of a serious nature seen by the child. They should enquire to find out how their film compares with news reels available. There is absolutely no excuse for anyone to make a dull picture simply because it is intended for school instruction.

All this is not to deny the value of such films as do exist in school work. The deficiencies of films may be overcome if the teacher or some pupil undertakes to supply what the film lacks. If the film is inadequately explanatory in nature, necessary explanations may be supplied by some member of the class.

To attain maximum benefit from moving pictures in soc-

<sup>1.</sup> Wesley, Dr. E.B., "Teaching the Social Studies", pp. 343-344.



ial studies a few rules should be followed:

- 1. Teachers should see the picture before it is presented to the class. Plans to bridge deficiencies can then be made.
- 2. Students should be given an advance outline of what to expect. They will learn much more from the actual film if this is done.
- 3. In "process" stories someone should advise the class as to just what is happening at each stage of the picture. When this is not done important phases of the process are passed over.
- 4. The pupils should be required to present a resume of vital stages of the film's story for inclusion in notebooks.
- 5. Sometimes ordinary lantern slides may be of more value than moving pictures.
- 6. Woving pictures should be included at that particular development of a story that requires their use. Seldom should a reel be shown just for the sake of putting on a "show".

Dr. E.B. Wesley agrees with many of our findings. He says: "The following suggestions might prove helpful in the effective use of visual aids",

- 1. Use visual aids as aids and not as substitutes for teaching.
- 2. Select the type of aid that promises to be most helpful,
- 3. Plan the use of the aid in such a way as to have it appear at the most opportune stage.
- 4. Prepare the class by telling them what to look for.



- 5. Introduce the gid by recalling the problem or situation which seemed to make its use of value.
- f. Discuss and explain the aid so as to assume its offentiveness.
- 7. Review the results of the demonstration.
- 8. Measure the results."1

Dr. Wesley adds also: "The teacher should view the film and decide upon its fitness before presenting it to a class........ Oral instruction adds materially to their value (films)....... The films exhibited in classrooms are viewed more seriously...... The obtaining of the film, the setting up of the projection machine, and the timing of the exhibition require that the teacher exercise great care in planning his work."

In the social studies laboratory there should be numerous pupil-made outline maps. Maps are condensed compilations
of knowledge. When the maps have been made by the students
themselves unis knowledge will be understood by them.

Progarding the value of the drawing of maps by students Dr. H.R. Wesley says, "The principle that one learns by doing is strikingly true in the case of maps. It is improbable that a student over learns to read maps carefully and accurately until he undertakes to reproduce them. Their features and details are than examined and studied."

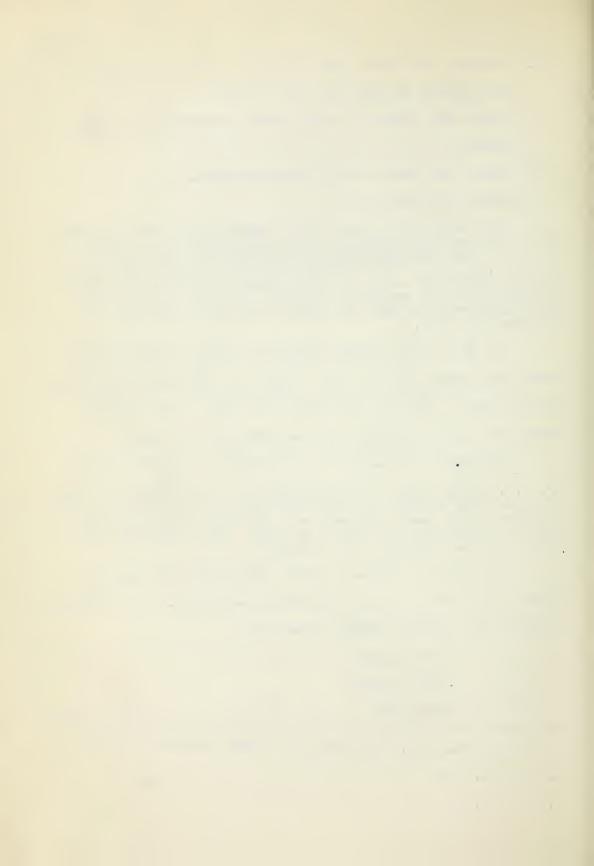
To equip our social studies laboratory with maps we first of all raised money to purchase materials. The materials needed were: window blinds (cream) 50¢

tissue paper carbon paper India ink

<sup>1.</sup> Wesley, Dr. E.B., "Teaching the Josial Studies", p. 842.

<sup>2.</sup> Ibid. p. 346.

<sup>2.</sup> Thia. p. 359.

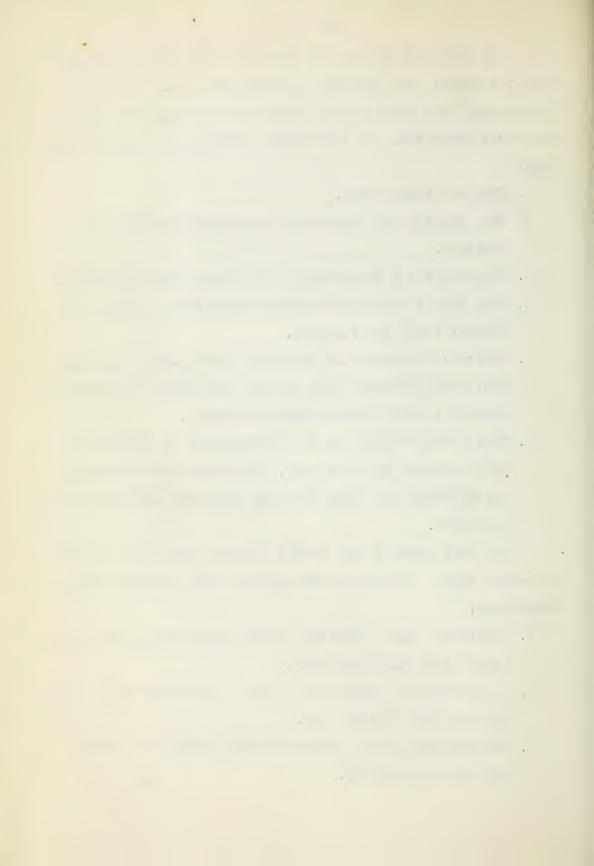


take the actual mark involved in making the map. The whole class acted as a committee to decide that joints lass outline map touch emphasize. We found many advantages in student-made maps:

- 1. They are inexpensive.
- 2. They provide far fundamental learnings through pupil activity.
- 3. They provide a demonstration of school recoursefulness.
- 4. They enable the class to focus attention on a few fundamental facts and features.
- 5. Desirable features are impressed more readily upon the pupil-mind, because they are not obliterated on outline maps by a mass of non-essential details.
- 6. These outline maps can be a description of conditions at the moment they are made. Map makers and merchants often produce or offer for sale maps that are out-moded by events.

We have added to our social studies laboratory a number of relief maps. In making these maps we have observed these conditions:

- 1. Plaster of paris provides a more permanent moulding substance than salt and flour.
- 2. A plasterboard background is more substantial than either beaver board or three ply.
- 2. The painting of set plaster of paris makes the relief map more interesting.





STUDENT LADE WAFS

Bulletin boards are essential in the social studies laboratory. Our class purchased half inch lumber and nailed this to narrow strips of wood. Attractive appearance was added to these bulletin boards by covering them with green crepe paper. These bulletin boards proved light. It was easy to thumb tack display material on their surfaces. Three bulletin boards were built. Two of them were made four feet high and twelve feet long. The third was four feet high and twenty feet long. Each proved sufficiently large to display the total



number of excellent placerds produced to represent each unit of work.

Dr. R.E. Wesley suggests these rules be developed by or placed in the hands of a committee in charge of bullatin boards:

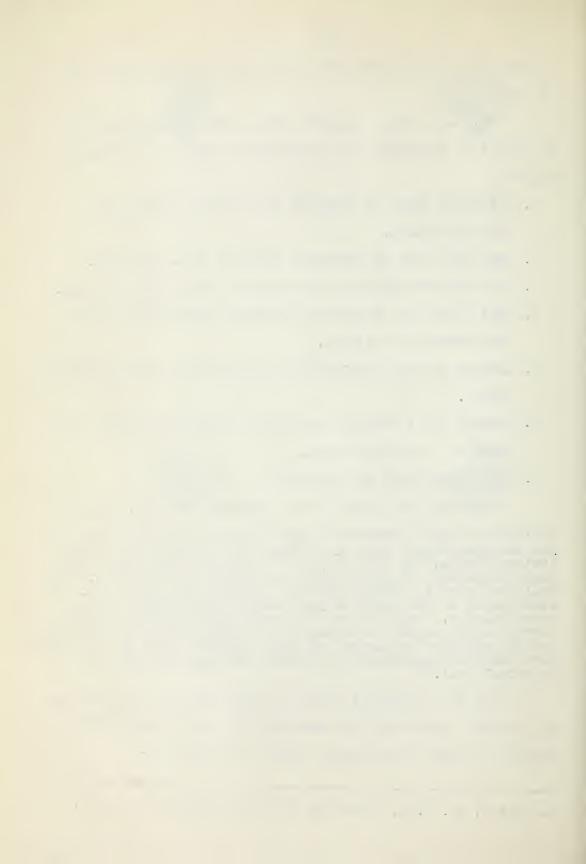
- 1. "List the types of material that may be placed upon bulletin boards.
- 2. Draw up a list of materials that are to be excluded.
- 3. See that the displays are related to the classroom work.
- 4. Nake a plan for evaluating original contributions that are offered for display.
- 5. Arrange for the simultaneous display of a variety of materials.
- 6. Arrange for a definite time for a discussion of the contents of a bulletin board.
- 7. Set a time limit for displays."

Regarding the value of the bulletin board Dr. Wesley

continues: "Pupil products of high quality deserve a place on the bulletin board, both as a reward for merit and as a motivating device, but they should be displayed only after critical inspection and approval by the teacher or committee. The bulletin board is widely used and deserves even wider use. It seems to be a good index of the teacher's alertness and resourcefulness. Well-selected contents attractively arranged convey an impression of competence, whereas large, unused spaces, and the yellowed appearance of those displays that are present, give one the impression of a teacher who has lost his professional zeal."

One more essential feature of the mechanics of teaching the social studies will be furniture of a type that permits flexible working arrangements within the classroom.

<sup>1.</sup> Wesley, Dr. E.B., "Teaching the Social Studies", p. 352.



Movable desks are superior to desks fastened to the floor in the social studies laboratory. Convenient arrangement of seating facilities for social studies group activities often demands that conventional transferents be discarded.

Movable desks make this possible.

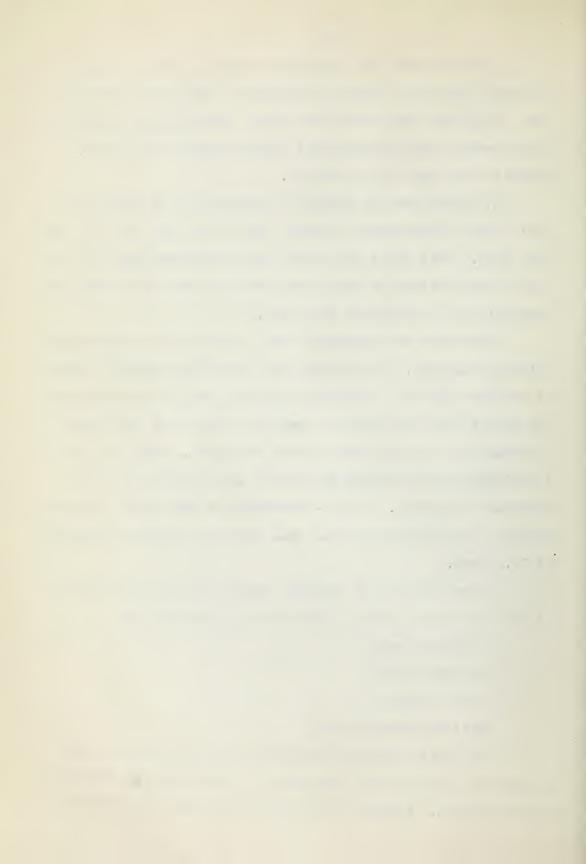
A second need in regard to furniture is at least one table with a large smooth surface about four feet wide and six feet long. This table will prove very convenient for the maxing of map outlines or other art work too large to be done conveniently on a regulation size desk.

Our table was recovered from a store room of discarded science equipment. The surface was renewed by glueing a sheet of revoleum over it. Students donated paint, borrowed brushes and fought over the right to cover the table with two coats of cream paint and to trim it with red paint. What was once a discarded piece of junk has become an attractive piece of necessary equipment. The re-decorating of this table has provided an opportunity for that real community service demanded by Dr. Hanna.

Other examples of socially useful materials constructed for our social studies laboratory by students are:

a magazine rack
magazine shelves
a book trough
small bulletin beards.

The social studies laboratory can be enlivened by inviting the adults of the community to participate in educating their children. Leaders in community life can bring interest



community there are well educated men or vomen the can make a vital contribution to the social studies instruction. It is well to utilize such available material. It makes for appier understandings between the school and the members of the community. The school is grateful that busy men vill exert themselves and make real personal addriftices for the welfare of the community. On the other hand many speakers are flittered at the prospect of an opportunity to appear before school classes.



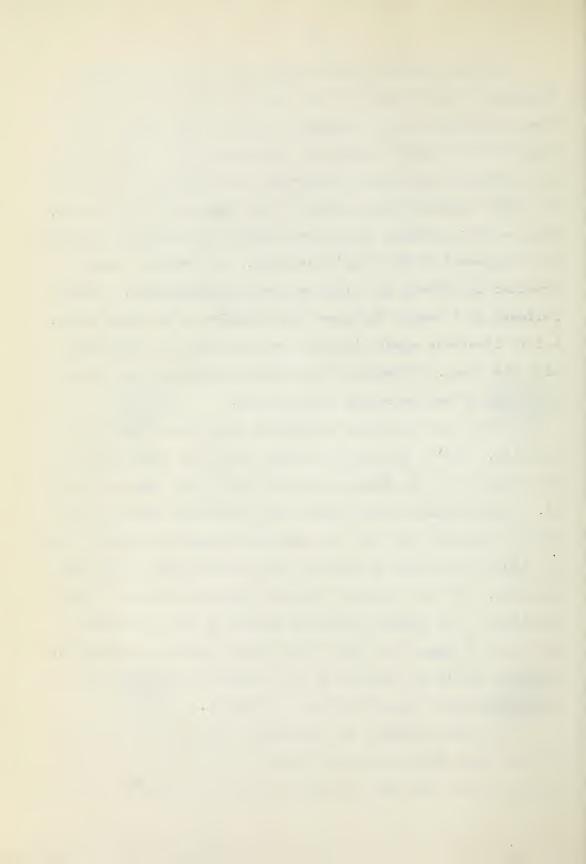
SOCIAL STUDIES BUILDIN BO PD



Students are interested in vell repercé and informative talks from the parents of the community. We wally the speaker invited will be chosen because he passesses special information of importance and interest regarding some aspect of the course in social studies being studied at the time of the invitation. When we were studying about civic affairs an alderman described the management of the city's business. We invited a Social Creditor to address the class on credit institutions. He was collowed by a banker who gave his viewpoint on the same topic. A life insurance agent discussed various forms of investment with the class. A member of parliament explained the actual practices of parliamentary institutions.

There are necessary safeguards which must direct such activity. First, the person invited must know specifically what topic he is to discuss and how long he may take to discuss it. Controversial issues should not be avoided but when one visitor presents one side of a debatable question another specker should be invited to present the opposite side of the same question. On each occasion students must be permitted to ack questions. The speaker should be warned of this in advance and asked to gauge the time of his formal address accordingly. Students should be required to incorporate a resume of each sach seddress in their notes for future reference.

If these ordinary and elementary rules of procedure are followed many educational advantages will be derived from the visits of the many men and women available to discuss a variety



of trains connected with assial studies.

Paul R. Manna of Stanford University, concludes his message to educationists by endorsing a plan of adult co-operation in the school's program of social education such as we advocate.

"It may be permitted this writer to express in conclusion his profound conviction, first, that an actual situation responsibly faced is the ideal unit of educational experience; and second, that of all possible situations, no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part."

While the social studies laboratory vill usually be taken to mean the room in which this equipment will be centralized, upon occasion it may be taken to include phases of life experienced during excursions. There are few educational ventures of greater merit in social studies studies than planned excursions. The excursion club takes the student away from the world of books and lets him see and feel the world of reslity. In our school we have an extensive club organization. Twice per month it was possible to take the social studies excursion club to visit some industry. In the course of one winter we visited: The Calgary Herald

C.F.C.W. Radio Station

Glenmore Dam

The Bottling Works

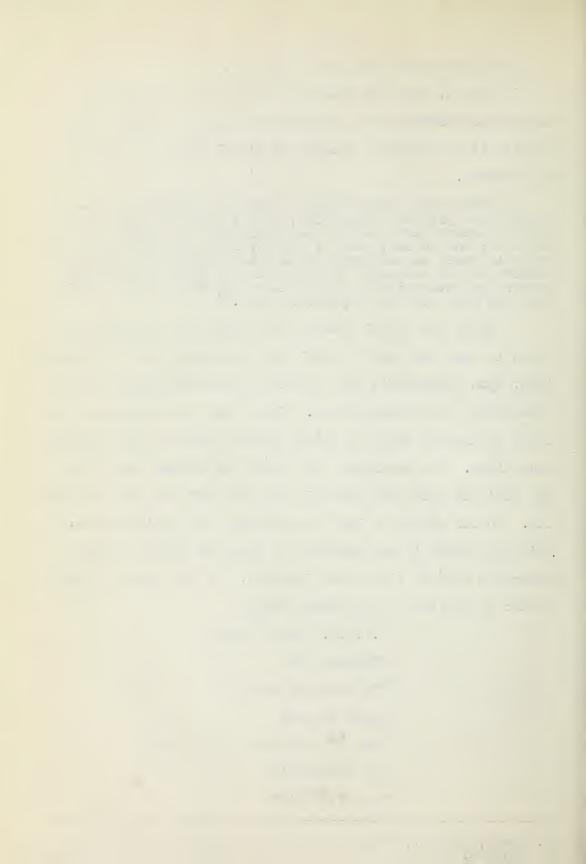
Union Dairies

Bank of Montreal - Lain Branch

The Crematorium

The Flour Will

<sup>1.</sup> Hanna, Paul R., "Youth Serves the Community", (Book Conclusion)



100

The Packing Plant

The Bakery

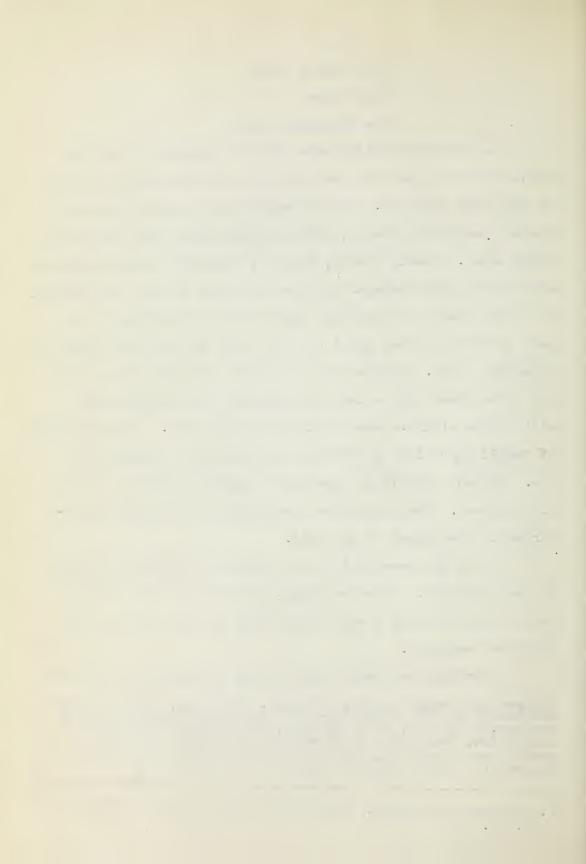
The Technical School

An excursion will be more vital to education when the members of the class have been given a previous mental outline of what they will see. If the teacher is to act as guide he should examine in advance, the particular plant the class will visit later. Nearly always, however, some guide will be decignated by the plant manager to show the class through the factory. One other source of annoyance maybe due to attendency on the part of inexperienced pupils to feel that an excursion class is a holiday class. One good way to control the situation, is to let it be known that a test of knowledge and comprehension will follow within a week of the excursion trip. Transportation of pupils provides a problem, although not an insuperable one. Students should be supervised carefully while in excursion classes. They should be transported as one unit and returned to the school as one unit.

It is not essential for the student to take notes while on the excursion. Sometime later he should be required to have in his notebook a very brief story of the processes and machinery examined.

classes as a means to real learning. They say, "A more general adaptation of such education, with supervised observation of museums, galleries, other schools, governmental buildings and assemblies, industrial institutions, historical monuments, public works projects, and the like, is certain to be found in progressive social studies classes in the near future."

<sup>1.</sup> Stormzand and Lewis, "Mew Methods in the Social Studies", p. 96.



The pupil will be the most important part of the sccial studies class must be responsible. We must accept responsibility as leader for seeing that a piece of group work is effectively engaged in and culminated. If he is a member of a group he must accept responsibility for getting his share of work done and for being in attendance when his report is to be delivered. Fe must accept responsibility for the learning of his report so that it may be given effectively. He must accept responsibility for preserving in his notebook and for learning that his colleagues have contributed to the class.

The student in social studies must be a participator.

He must be active. It will require considerable activity to prepare and to deliver his report, complete with effective models or diagrams. He must be willing and alert to take part in discussions, to ask questions, to arrive at decisions.

He must be ambitious for progress and ready to do his share toward making his class period more successful.

The student of social studies must train his mind to accept, after deliberation, new ideas. He must be able to evaluate and to accept "old ideas" of merit.

The student of social studies must seek to learn through understanding. He must note that mere memory is not the only essential for permanent learning.

In the social studies class the student will learn to weigh facts - reject prejudices. We will develop his arguments by references to authorities of repute. In order to gain an



adequate background of knowledge he will read widely. We should strive to argue effectively from fact, but also know where, how, and when to use emotion as a persuader where persuader as seens essential.

At all stems of the social studies course the student will learn to play his part as a number of a social group. He will exemplify the active ideals of the ocurse. He will accept his privileges and hear the attendant responsibility cheerfully. So far as possible he will be imbucd with an understanding willingness to participate effectively, adequately, and social ly in the world that is vital to him at each stage of development.

Each student should have a record of his experiences in the social studies laboratory. This record can be recorded in a personal note book. It is desirable that the student have a brief, well illustrated notebook. Where till the laterial constrom?

First, a portion should include current events, briefly written and in pictorial form. For this material a magazine source is superior to the daily paper with its incorrect headlines and sensational stories.

Next, the notebook should contain a symopsis of the material of the course. Not all topics need be included. All topics and the vital facts should be included. Where vill these be found?

When reports are given three methods may be used. First, the student may take brief notes as the report is delivered



to revise and rewrite this in his notebook or a number of speeches may be delivered before revising and rewriting secure. At the very latest, every student should be required to have his notebook work complete the week following the giving of the report. Sketches, pictorial diagrams, and pictures should be included.

Secondly, the student may listen to the speeches without taking notes and make his notes from books or placards. Sometimes it is a disadvantage to have students making notes while reports are being given. The tendency is to take down a bit of material for future memorization rather than to apply a concentrated energy toward understanding and visualizing the material at hand for immediate mastery. We found satisfactor, results where the class concentrated on the material being given and then took down a brief resume of the material in the report. The resume was placed in advance on the blackboard by the reporter.

While some subjects do not require a written summary we found that in most subjects it was unsatisfactory not to have some brief summary of material covered. Memories that can sustain the full body of a wide course throughout the intermediate grades are rare. Review work was encouraged by the habit of keeping personal notebooks. We have found that the notebook may provide a key source of interest and pleasure in the cocial studies course. Standards of acceptability for notebooks demand:

<sup>1.</sup> an illustration, diagram or picture for each topic.

• )-'

- 2. rorlect Trolies, correct spelling and correct granuar.
- 3. legible writing
- 4. inclusion of magazine crticles
- 5. portraits of world statesmen
- 3. graphs to denote important statistical material.
- 7. lists of arguments, pro and con, numerous topics.
- S. the personal work of the student.

as in the case of placards, the notebook must not become an end in itself. But if the teacher allows a notebook to be made, he must accept only a high quality book. If he trains the students to this end and if he accepts only a high standard, the notebook may serve as a gauge of achievement in many cases in the social studies class period.

An important item in the social studies laboratory is the teacher. The personality attitudes and philosophy of the teacher in the social studies laboratory will determine the success or failure of the course in social studies. The teacher in social studies must not dominate the thought of the class. Weither, should the teacher be some passive article designed solely to cart out the pieces after a riot. Rather shall it be the teacher's duty to control the class discipline where necessary and to guide the class to thoughtful social studies part-

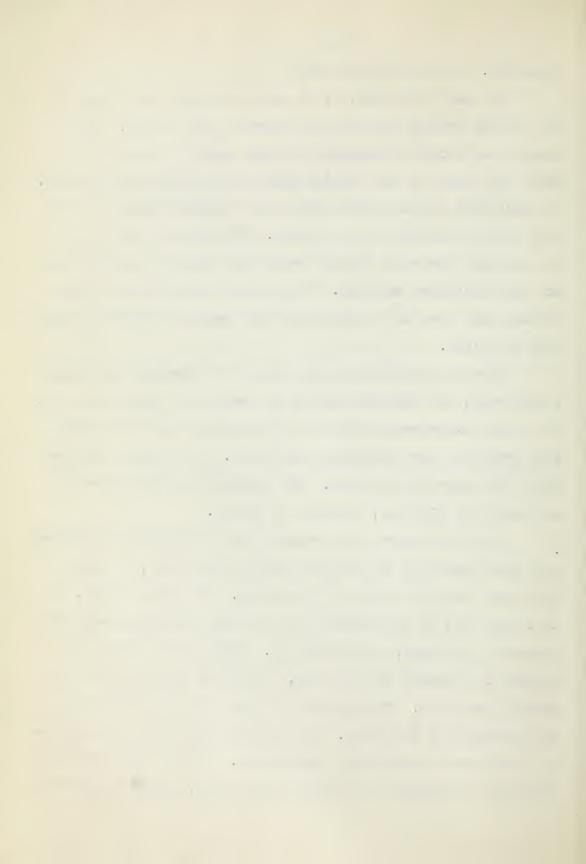
<sup>1.</sup> Bining, Dr. A.C., "Teaching the Social Studies", p. 282.

• 1 icipation. How can this be done?

One way to do this is to adopt and adapt some phase of the topical outline included as a part of this thesis. The teacher may become an organizer of the course of studies to adapt the course to the special needs of his individual classes. In grade nine social studies there is a complex variety of subject matter essential to the course. It cannot be left to an hit and miss system to decide whether the class is to study and act upon necessary material. The general plan of class organization will have to be decided by the teacher or gained by him from the class.

Once the topics have been chosen the teacher may become a librarian, for students who may be engaged in group seat work. If a group experiences difficulty the teacher may sit in with that group and give necessary assistance. The teacher may examine the progress of groups. The teacher may give advice re the making of placards, diagrams or graphs.

Once the reports are prepared and the explanatory diagrams have been completed the varoius group leaders will, in turn, take over the chairmanship of the class. The group leader, at that time will be responsible for the class management of order, speakers, questions, discussion etc. During this period the teacher is a member of the group. This does not mean that the teacher must hide. The teacher will have the same privileges as any member of the group. He may take part in the discussion, ask questions or contribute suggestions. He will not, however, endeavour to dominate the ideas of the group, merely because he



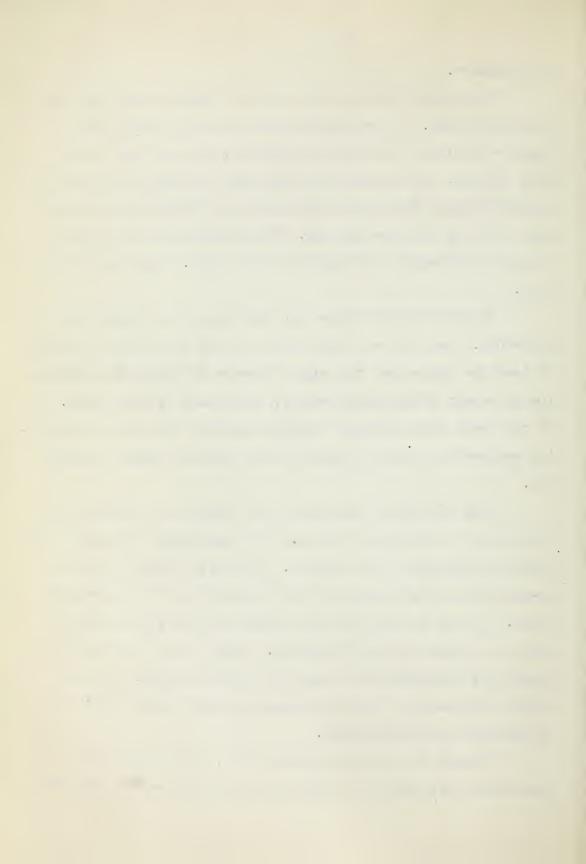
is "teacher".

The teacher must at all times be ready to step into my possible breach. If an insufficient report is given, the teacher should see that it is completed. We may have to do this himself. If a speaker is away and his report cannot be ommitted without disturbing the sequence of events, the teacher vill be ready to close the gap. This demands that he possess complete information in regard to each topic. Here is no mean task.

In general the teacher may need to act as a guide to procedure. We have read much lately of the need for the teacher to lead the course and the pupils forward in the desired direction by a sort of underhand method, undetected by the pupils. I do not favor this method. I believe whatever direction is essential and needful should be given by the teacher without apologies.

with the aid of the pupils the teacher will direct the examining of social studies. The supervision of tests should be guarded by the teacher. Fowever, he may enlist the co-operation of the students both in making and in supervising tests. It may be wise for the teacher to direct the deliberation in current events discussion. There is no need for the teacher to disappear from class room purticipation. This extensive knowledge of current and past events should enable him to provoke sound discussions.

Through his total class room work, the teacher will demonstrate his ability to allow his pupils to do all they can



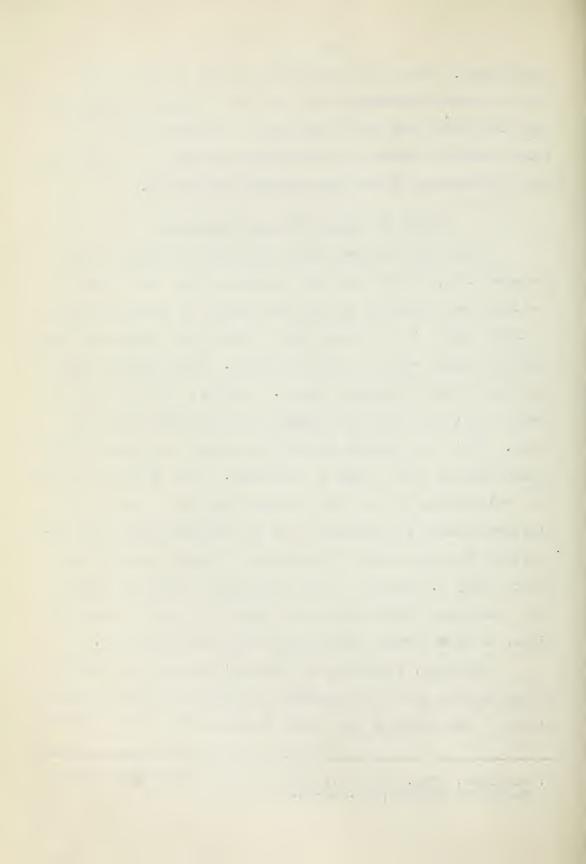
efficiently. There their experience proves imapable the teacher should immediately fill the breach should immediately fill the breach should immediately fill the breach should have been entired that the cohect room is not the place to propagate his particular hand of "isms", and that the class room is a place for papil development rather than teacher development.

Weing the Jocial Studies Laboratory.

It has been charged against the unit putlines I have prepared that, having once been accepted, they would tend to de-limit the course and to make the course in social studies a static course in a measure only a little less than would the textbook method which we have condemned. That there is some validity in this argument I admit. However, it is not my intention that the outline of units I have prepared shall be final. It is an attitude toward and a method of treating the social studies that I wish to establish. That there will be not less reliability in the units because they may be set up by different people is attested to by the educationalist who popularized the unit method of treatment of school courses, professor Henry C. Morrison of the University of Chicago says, "Two materially different sets of units for a given course may either of them furnish valid and useful interpretations."

Therefore, following the teacher's summary and outline of the problem under consideration an outline of units could be placed in the hands of each pupil as suggestive of the various

<sup>1.</sup> Morrison, Prof. Henry C., "The Practice of Teaching in the Secondary School", pp. 26-27.



topics that will need to be considered in finding a solution of the problem. Out of class discussion there should arise suggestions as to other topics that need to be considered. Student opinion might also form the basis for deleting some topics from the appended list. As a result of the discussion a re-arrangement or re-phrasing of certain topics in the unit may become necessary. The same discussion might result in the suggestion of new references for various topics. If the unit is introduced to the class in this manner I believe that the precepts of successful education laid down by Stormzand and Lewis will be put into practice.

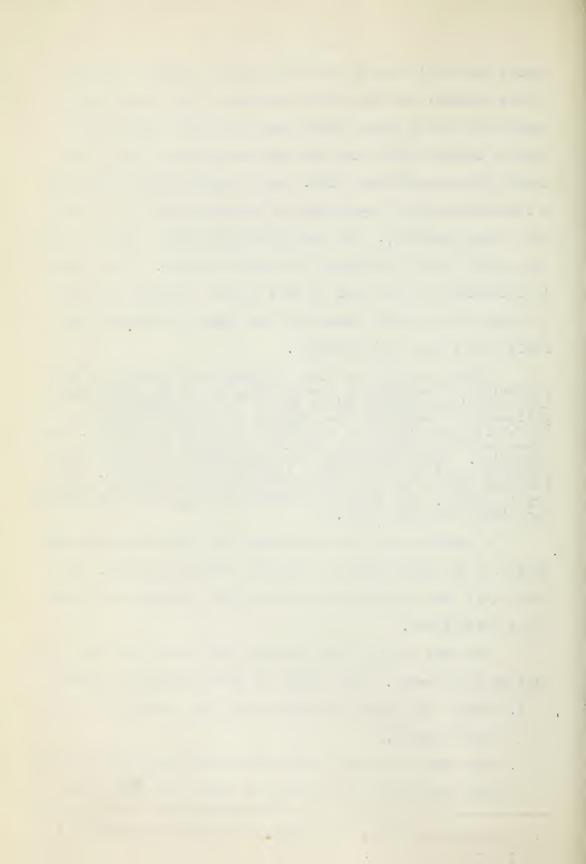
"From the point of view of pedogogical method and the psychology of learning in social aims, it may be added that the socialized program arises out of the new progressive philosophy of education that insists on interest induced by self-initiated activities recognized as truly purposeful. The class learning activity is now the enterprise of their own community. Group objectives are substituted for teacher compulsion, pupil needs for adult initiative and approach. The learning process is seen through the eye of adolescent psychology in action. The student is induced to learn by doing things for himself and his group."

A committee of the whole group will then determine what topics of the unit comprise a natural division of work. In doing this they automatically decide upon the number of groups to be established.

The next step in the procedure will be to have the class divided into groups. Some guides to group-making are these:

- 1. Groups will become unwieldly when they contain more than eight members.
- 2. Care should be taken to see that each group contains members proficient in a variety of skills and abilities.

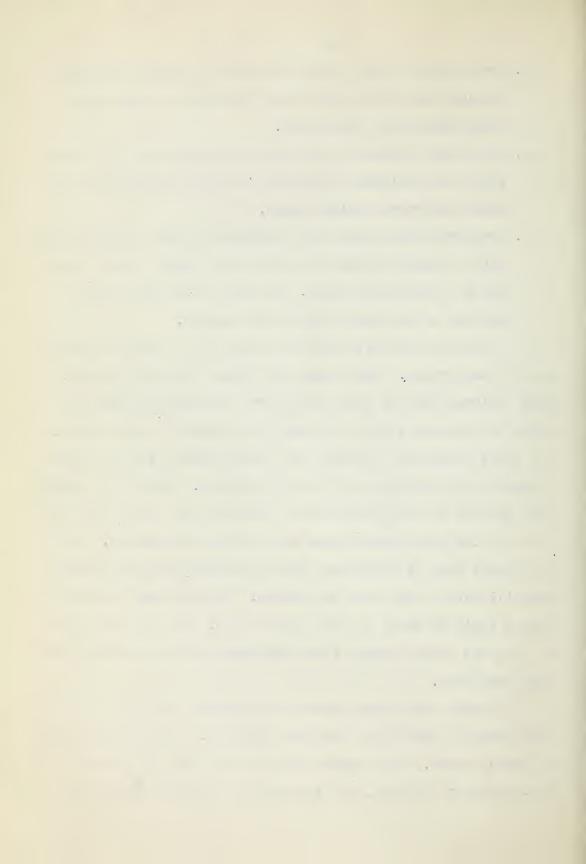
<sup>1.</sup> Stormzand and Lewis, "New Methods in the Social Studius", p. 85.



- 3. Some students will desire to work on a particular group herause they have specialized knowledge on some topic heing handled by that group.
- 4. Care must be taken to see that activity groups do not become small cliques of students seeking to ostrocize and avoid unfortunate class mates.
- 5. Ordinarily the group will be formed by those students who have a special desire to work on the topics to be assigned to a particular group. In other words the normal nucleus of the group will be the topics.

The next step will be the election of a suitable chairman for each group. Each group will elect its own chairman. Back chairman and his group will form a discussion panel in order to allocate topics and other activities to each member. The total group will consider the means whereby they can contribute to the solution of the main problem. They will consider also devices for impressing their contribution toward the solution of the main problem upon their fellow classmates. Once the actual work of gathering data is started the group chairman will have a dual role to perform. He will need to undertake a topic on which he must gather data. He will also have to help his group members find references and assist them when they need help.

As the activities proceed the teacher will sit in with each group in turn in an advisory capacity. Suggestions will be freely given. The teacher will discuss the ammission of non-essential material, the inclusion of material needed as



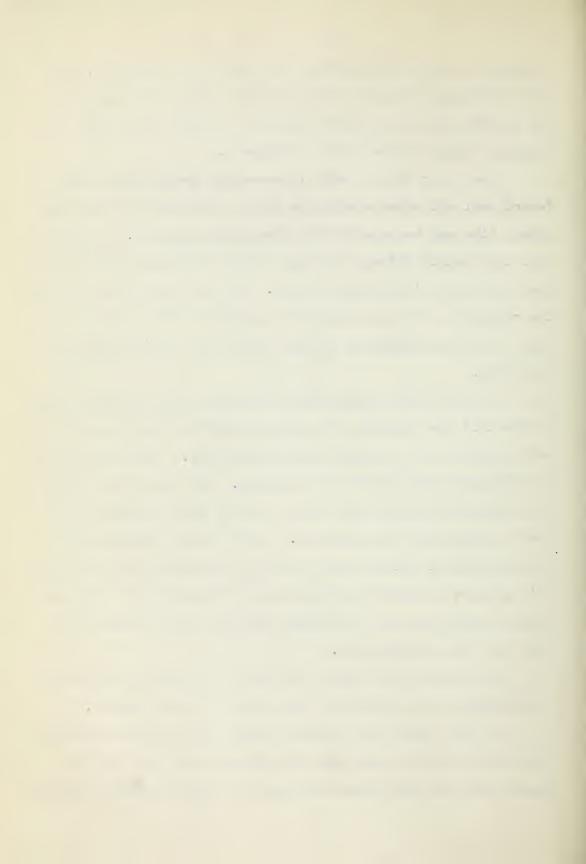
evidence, the use of language, the validity of language, the type of display natural being prepared. Throughout the unit the teacher will not as librarian for the Whole class when the chairman cannot locate needed references.

One error that is made in so-called group work is to demand that all report-making be done as homework in order that school time may be reserved for discussion purposes. We find that this method defeats the main purpose of social studies and does not result in economy of time. We have found that to allow the groups to work as groups for a period of from seven to ten days is really economical of time insofar as understanding is concerned.

As each group approaches completion of its alloted share of the unit the chairman of each group and the teacher will symmine reports to determine their suitability. Torrections will be discussed with members of the group. Then all other necessary preparations have been completed each group chairman will plan a program for his speakers. As the group members make final changes in their reports the group leaders and the teacher will prepare a schedule of reports and discussions so that each speaker will know well in advance when he will be required to make his oral contribution.

At this point I shall introduce a statement of necessary precautions to be observed in the giving of oral reports.

In the first place reports must be thoroughly understood and learned in the sense that the ideas are so clear to the speaker that he can command language to describe these ideas to



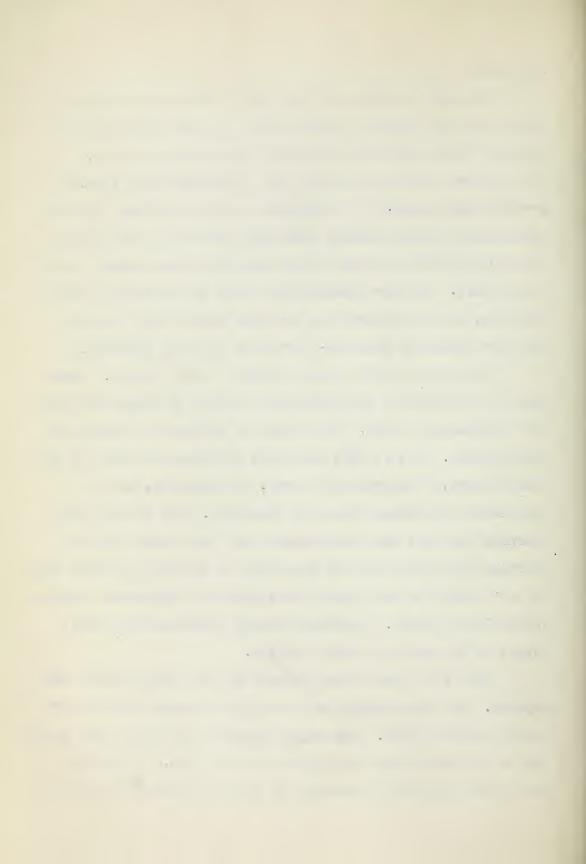
his cluss.

that in social studies a rapid survey of much material is to be under-taken and little material specifically learned.

Parents have misunderstood and have encouraged this idea. You greater crime against education can be committed. The new education in social studies will fail unless the child gains greater knowledge, unless certain specific facts become a part of his life. The new education at least in the social studies division, must be regarded as a device toward more learning and more permanent learning-certainly not less learning.

In social studies casual reading is not enough. There must be a continuous and deliberate attempt to learn new facto and conditions of life. This need not and must not mean pure memorization. But it does mean that a persistent study of the printed word, of diagrams of charts, of magazines, must be undertaken to produce permanent education. Too few see that learning does not mean memorization and that where there is learning with understanding knowledge is far more prolific than is to be found in the parrot recitations of information acquired purely by memory. Learning through understanding then, should be the goal of social studies.

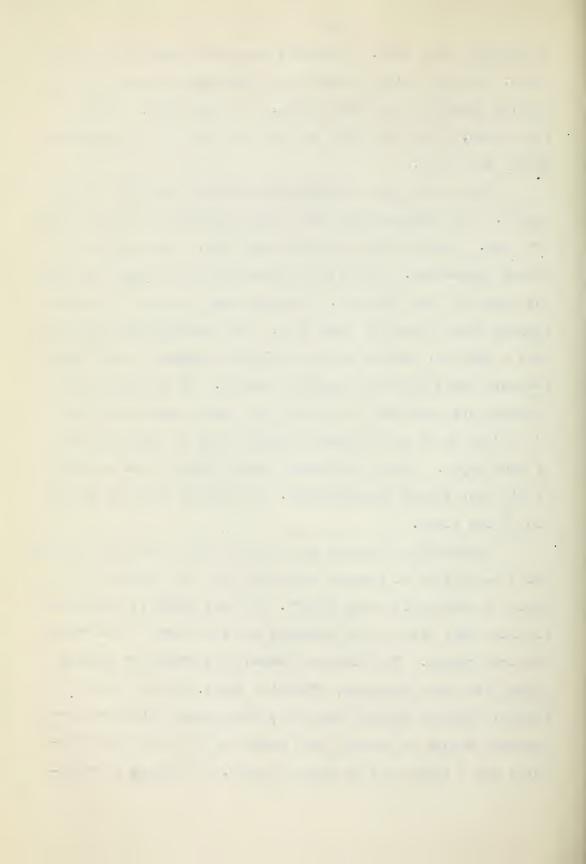
This is a basic consideration in the delivering of oral reports. Our experiments have led us to conclude that reports should never be read. Few adult speakers can command the attention of audiences when the speech is to be read. Of course come people, because of position or person, command attention



to speeches when read. Proceedent Possevelt reads many unterances. Pesides being president, be commands attention by the
ringing sounds of his clear voice. He reads well. In the
other hand, Hoover was able to lift few with his dry material,
method and voice.

The school room situation duplicates real life in this regard. Few students will give their attention to reports that are read. Reports that are read lose life. The material is seldom remembered. Too little preparation is evident and makes the material lack interest. Students lose interest in making reports when allowed to read them. The knowledge that he must make a logical, unified and psychological appeal to his fellow students spurs the oral reporter forward. At the very most students are permitted to hold in one hand a card measuring 2" X 4" on which was recorded headings only or sub-divisions of each topic. These the student could observe with a glance of his eye, almost imperceptibly. He did not lose the attention of the class.

Invariably, students who required more than the "heading card" had failed to prepare adequately for the adventure of making a worth-while oral report. We have found it inadvisable to allow only five or six students the privilege of delivering the oral report. The students chosen by a group are usually chosen for their fearless, effective style. In the scheme of topical division hereby submitted, the topical divisions were numerous enough to provide each member of the group with material for a three or four minute report. It should be remem-



bered that in this time a student can report from six to seven carefully written foolscap pages of material.

Few students reaching the grade ninc level will deliver material of such a nature as to waste the time of fellow.

students. It is part of the teacher's duty to see that this does not occur. The teacher should inspect, and suggest necessary revision of each report before it is delivered in class.

Next, each student should have the free opportunity for growth which is afforded by the opportunity to face his class in public meeting.

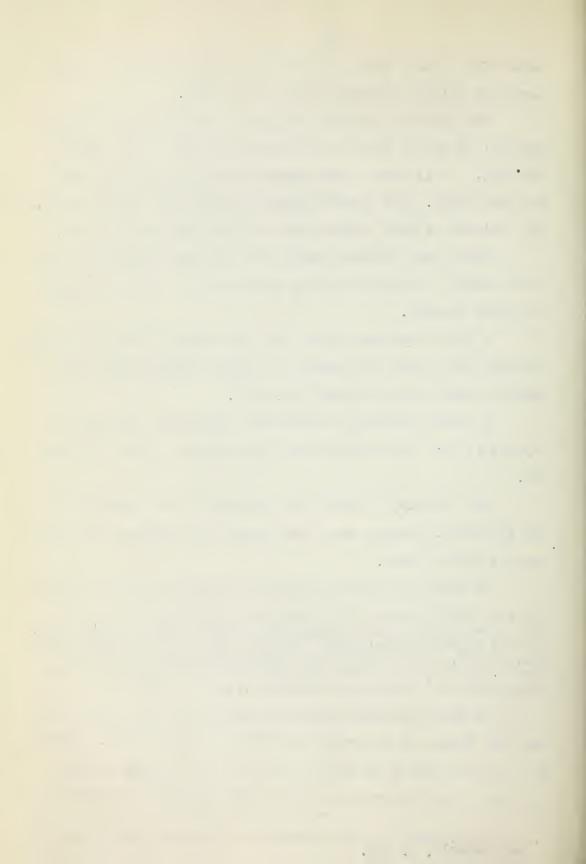
A third advantage noted for this method is that the individual will learn his report to a degree constituting permanence when he must deliver it orally.

A fourth advantage claimed for individual delivery of reports is that this method keys the class to a pitch of learning.

And finally, a variety of delivery is less severe to the listeners, because when more partake in speeches, they are usually not too long.

We have not found ourselves pressed for time while allowing each member of the group to deliver an oral report. Meither
have we experienced boredom on the part of the class so long
as reports were interspersed with lively question and discuss-

<sup>1.</sup> Morrison, Menry C., "The Practice of Teaching in the Secondary School", n. 333.



ion periods.

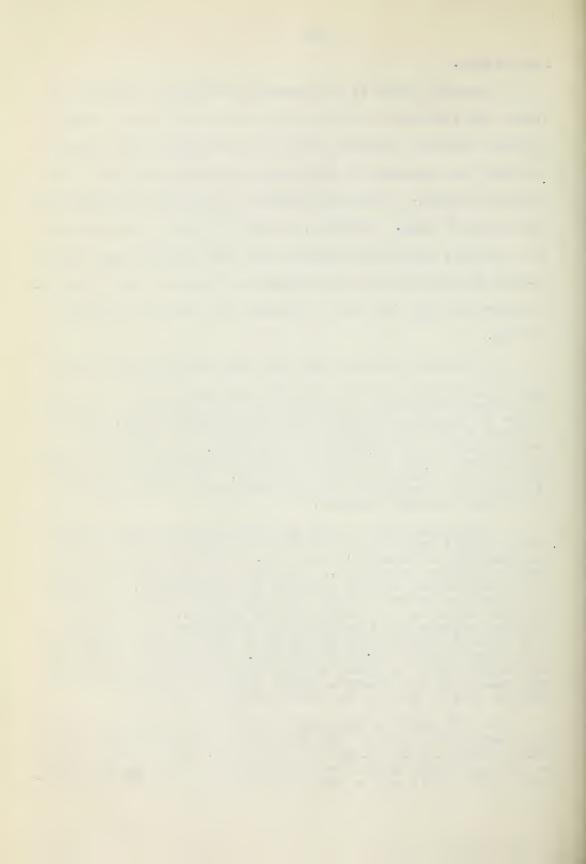
Actually there is no essential difference between ourselves and Professor Morrison since he is considering reports
of thirty minutes duration given by a few and we have planned
to allow many speakers to give reports that do not exceed five
minutes duration. There is therefore no conflict in regard to
the matter of time. Secondly, as will be seen in a quotation
that follows, Professor Morrison sees real value in the opportunities for personal growth afforded to those who give reports.
We therefore will not desire to limit the making of reports to
the few.

Professor Formison describes the method to be used and

the values to be gained in the unit recitation procedure: "In the mastery recitation, the pupil has something of a solvent nature to present, he knows what he is talking about, and at the best he is quite capable of delivering an interesting lecture running to thirty minutes or more. At the worst, he can at least stand on his feet and say comething which is pertinent to the learning product mastered. The saily resitation is primarily a test; the mastery resitation is primarily a part of the learning process."

"Then the class assembles for recitation, the teacher seats himself among the pupils and the pupils who recite that successively the teacher's position. In other words, an audience situation is created. The pupil who has the floor proceeds much as the teacher proceeds in presentation. "E uses the blackboard when he needs to, uses demonstration apparation if that will help to make his points clearer. We holds his audience because he is conscious of endeavouring to convince them that his view of the matter is a sound one or of trying to interest them in the presentation. Interruption wither by the teacher or by a member of the class is viewed as discourtes, and it is not allowed, unless the pupil himself has said that he will be glad to be interrupted for questions."

"At the close of the pupil's recitation, there is apt to be a period of questions and discussion and contributions in which members of the class will take part. This period should be kept perfectly natural and untrammeled by the teacher, except as far as it may be necessary to keep order and due court-



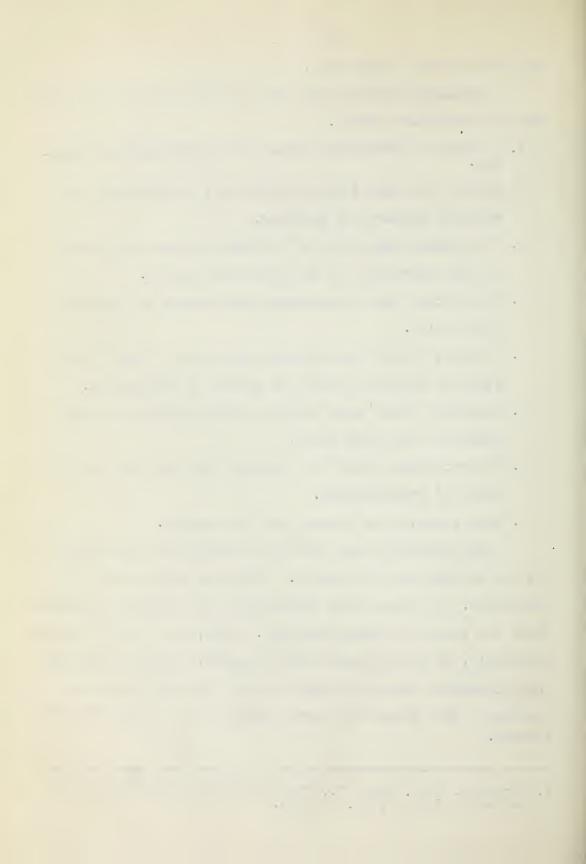
esy and to prevent rabbling ......

Professor Porrison and some general observations requirement ing this recitation method.

- 1. A superior performance makes for clarification of learning.
- 2. Ability to stand Sefore an audience, convincingly are valuable products of learning.
- 3. The natural volubility of children is given opportunity to find expression in the recitation period.
- 4. The teacher shoul demonstrate the methods of improving floor talks.
- 5. Interest during the recitation period is a fairly good guge of interest during the period of preparation.
- 6. Sometimes floor talks will be unsatisfactory and they should be done over again.
- 7. The recitation should be focussed upon the unit as a piece of understanding.
- 2. Some students may prepare written reports.

This procedure that Professor Morrison has described is the one we have used in general. There are a few points of difference. We allow other students to ask occasional questions while the report is being delivered. Also, as we have observed previously, we prefer shorter oral reports. We also allow the group leader to proceed to the front of the foom and act as chairman of his group while oral reports. See being delivered.

<sup>1.</sup> Morrison, Prof. Henry C., "The Practice of Teaching in the Secondary School", pp. 358-332.



me find ourselves in agreement with Professor Porrison regarding the advisability of encouraging a discussion pariod following the delivery of the report. At the conclusion of the epeaker's address the chairman will rise and invite questions. He may even initiate the discussion by making some pertinent observations.

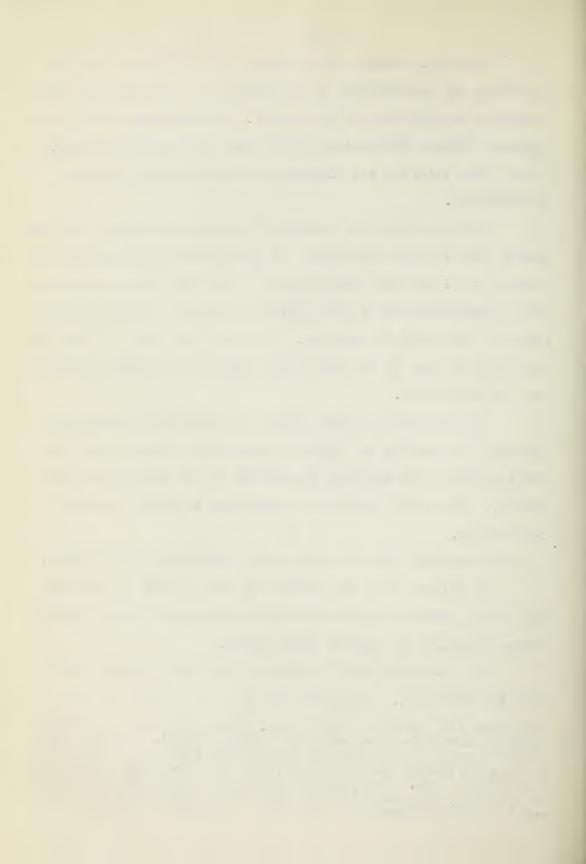
Professor Morrison stressed the understanding of the unit rather than factual knowledge. We too stress understanding but we make provision for later review of the facts that are essential to understanding by permitting the student to jot foun key facts as the story is unfolded. This writing down of a few key facts may be done at the end of the period of discussion following the recitation.

We have found it very useful to conclude the series of reports presented by one group by having the committee of the whole evaluate the evidence introduced in the solution of the problem. The class members may endeavour to arrive at some conclusions.

Occasional debates enliven the management of the class.

We believe that the pursuit of this method of handling the social studies course will avoid the errors charged against modern education by Everett Dean Mertin.

The so-called "new psychology" has filled modern education with confusion. Pads and fancies of all sorte prevail,
each with its psychological jargon. "Progressive experimental schools everywhere give voice to 'modern ideas'. In many such schools there is a minimum of discipline, pupils are encouraged to take initiative in all things, to study what they like, and when they choose. Everything is made as easy and as interesting as possible, and there is much talk about permitting the student to express himself ...... The prevsiling interests



and trends of a democratic, incostried age are of ends the little mate criteria. It might be said that addention has gone to be regarded merely as a function of the environment."

Dr. Lane points out necessary realizations on the part of the teacher:

- 1. "that the children are the important feature in the room and that their growth is the major end to be sought."
- 2. "that the environment afforded by the classroom and the school plant in which it is located is a matter of major importance."
- 3. "that the curriculum is to be thought of not as blocks of subject matter to be kearned, but as a sequence of valuable life experiences."
- 4. "that the children must be allowed sufficient freedom to allow them to meet situations and find colutions to problems."
- 5. "that the children must not be left to flounder in making adjustments to environment through experience."

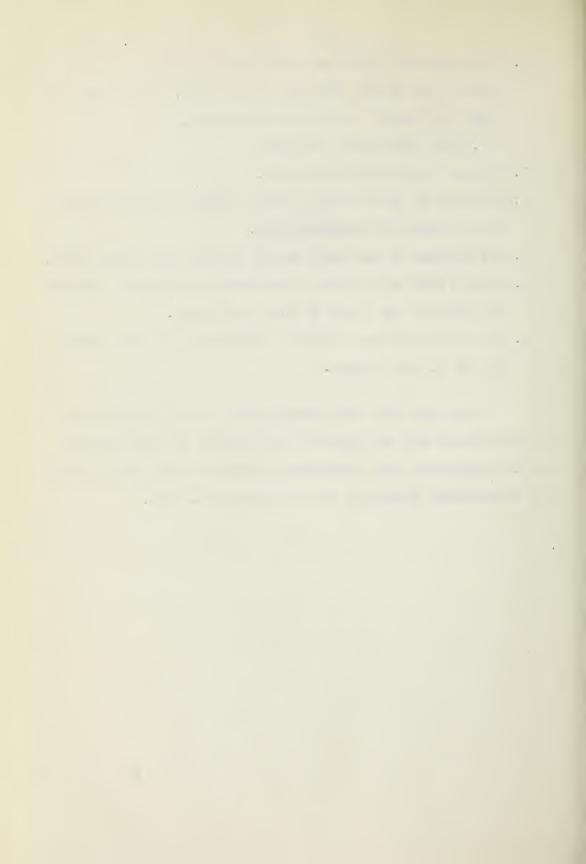
<sup>1.</sup> Wartin, Everett Dean, "The Meaning of a Liberal Education", pp. 39-40.

<sup>2.</sup> Jane, Dr. R.W., "The Progressive Mlementary School", pr. 1-0.

- J. "that society exists to serve the functions: first to pass on the social heritage of the post, and serond, to blaze new trails to future achievement."

  Dr. Iane then lists outcomes:
- 1. "Trouth in good social halits.
- 1. Conquest of those simple homel, skills which are essential to successful group-living.
- 3. Orientation to the whole world in which the child lives.
- 4. Acquisition of as much of our American cultural heritage as children can learn on their own level.
- 5. The right of every child to develop his special talents to the fullest degree."

I contend that the establishment of the social studies laboratory and the practice of teaching in that laboratory in accordance with procedures outlined herein will attain the educational standards established by Dr. Lane.



## CTALL LAND V

## The Results

I shall conclude this thesis with a statement of the results recured by following the plan outlined herein.

First, we chall examine the extent to which the methods enunciated and the results occured meet the requirements of our list of objectives in chapter two.

Secondly, we shall examine our methods and results to prove that they are psychologically and educationally cound.

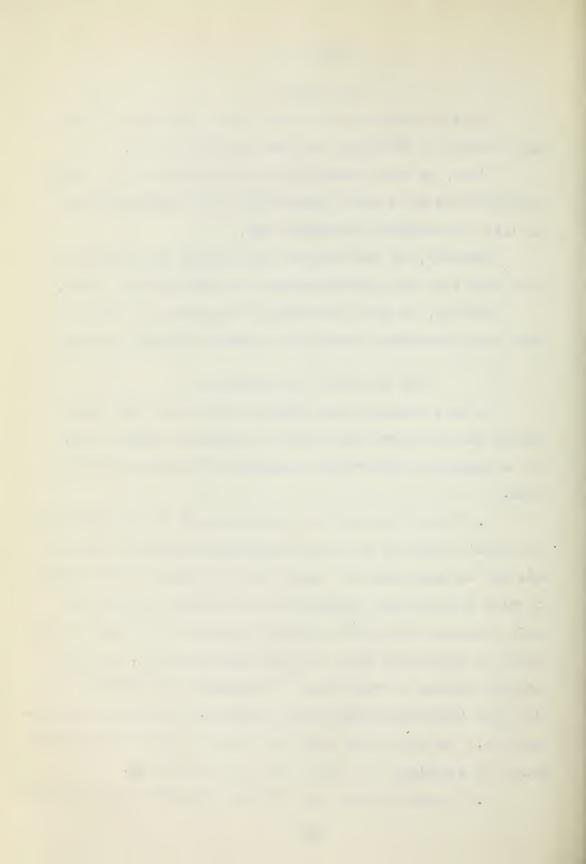
Finally, we shall introduce the evidence of papils to prove that procedures herein are regarded favorably by them.

## Can We Attain Our Objectives?

To what extent do the methods outlined in this thesis achieve the objectives with which we concluded chapter two.

Let us examine an abbreviated statement of each objective ir order.

- l. "Basic facts must be learned to aid in the growth of the child's capacity to develop generalizations that vill enable him to understand the social life of today." Our outline of units divided into topical problems arrange a program of basic concepts and provide a method whereby all necessary facts needed to understand these concepts may be secured. We have outlined methods of reporting, of discussing and thinking that will give individuals and groups opportunity to develop generalizations. Our whole plan urges the child to avoid the textbook method of gramming the memory with unrelated facts.
  - 2. "Reasoning power and critical judgment must be allowed



opportunity for growth."

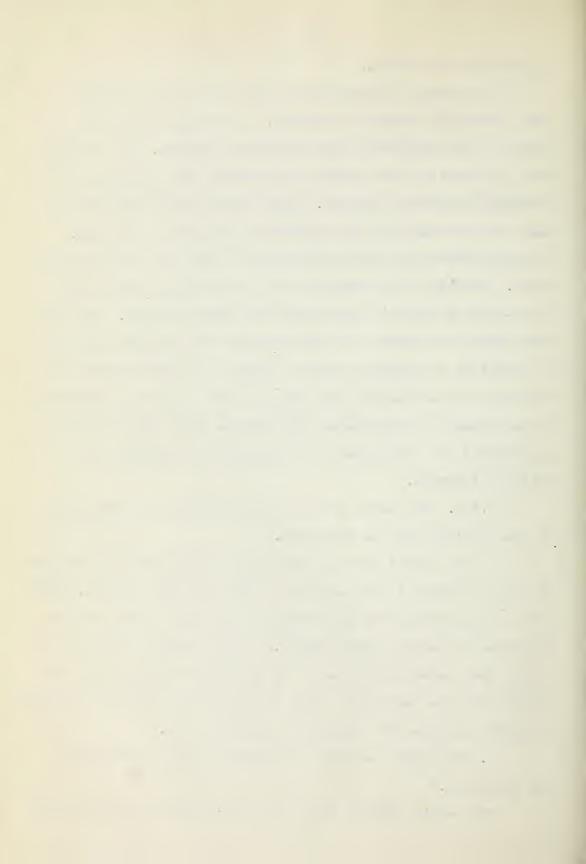
many sources of reference material. A variety of views is presented by the authors of this reference material. The students have to exercise their powers of reasoning and judgment to formulate a personal opinion. More facts will be accumulated than are necessary for the solution of the problem at hand. Critical evaluation will be necessary to sift the seed from the chaff. Keemess of discernment will be developed during the inter-play of minds in open-forum and during debates. The fact that under the methods we have enumerated the student will not be permitted to memorize lists of facts as a demonstration of learning and the further fact that he must be able to reproduce facts because he understands them ensures that there will be opportunity for development of the powers of reasoning and critical judgment.

3.& 4. "The habit of independent study and a knowledge of how to study must be developed."

In the social studies laboratory the student will succeed or fail according to his ability to find and use evidence. There will be opportunity for the teacher to aid the student in the formation of correct study habits. To the extent that he is active the student will learn. By the very nature of the unit outline and the methods by which it is used the student is forced to gather evidence for himself or for his group.

5. "Desirable patterns of conduct must be established and practiced."

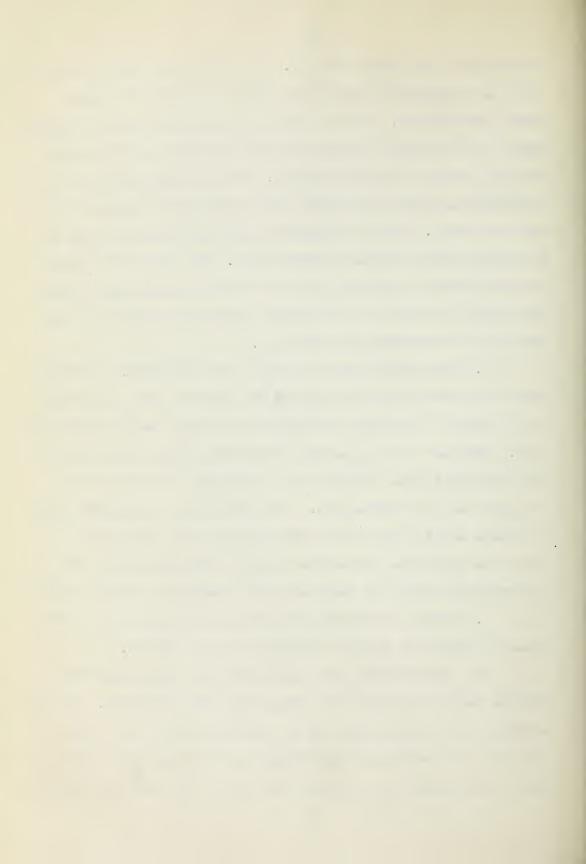
The social studies laboratory will provide an opportunity



to socialize the class behavior. The laboratory can be arrunged so as to provide a reasonably natural portion of a real social environment. Formal class discipling need not be explicit except in the case of individuals who have not arrived at an adequate stage of self-discipline. In the laboratory the organization of class discipline can be left in the hands of the various groups. Adults themselves might not measure up to expectations under similar circumstances. We should not demand adequate behavior patterns of the children immediately. Under the careful guidance of the teacher desirable patterns of conduct can be organized and developed.

- 6. "The student must develop a love of truth." Working under the methods outlined here to the student will constantly be in search of evidence to support or deflate various propositions. Imphasis on the quality of evidence which is acceptable will develop in the student mind a knowledge of what can be accepted as true information. The inter-play of vigorous minds in debate and in open forum will encourage the growth of a desire to seek true statements because other statements will be punctured easily by those who have practiced seeking truth.
- 7. "Ideals of freedom, tolerance, and patriotism to the cause of democracy must be implanted in the student."

The student will have opportunity to learn that real freedom means, first of all, liberation from ignorance. In the second place he will learn in the social studies laboratory that his own freedom is conditioned upon his capacity to respect the freedom of his fellow students. In study and during



discussion he will learn to honor the pione re of human freedom. He will develop within his group aroung to prove mon's superior growth under the flux of freedom. It will be on Unia basis that he fixes his pleage of patriotism to downer are

He will learn habits of tolorunce because the course in social studies will acquaint him with living manditions in other lands and tolerance is based upon knowledge and understanding. He will learn the true meaning of tolerance from compant events and will learn not to compromise his main principles in order to promote an academic notion of tolerance.

o, "The idea of the human race as one wast co-optimative unit should replace the idea of narrow nationalism."

Working with his fellow students in the social studics lateratory will give the student an active basis for his ideas on co-operative endeavour. He will learn from experience the values of co-operation. He can deduce from his experience the benefits national and international that will follow a genuine recognition by markind of the values of co-operation.

9. "All of these objectives must verge to provide apportunity for students to understand the acciel reslities of our day and to train students in a scientific attitude of mind ....."

We have re-arranged the Alberts course in social studies to emphasize the social aspect of the problems contained in it. As arranged in our outline the total course commisses a series of social problems many of which are within the direct experience of many of the punils. We have indicated already



that the student will deal with considerable variety of evidence. Practice in relection worthy evidence and in reliant ties own decisions will develop a set of its attitude of its. He will learn to look upon the relution of social problems and possible.

It can, therefore, he claimed with reasonable surrance that the methods and materials we have outlined in this thesis will unlieve the objectives communication in plantam two.

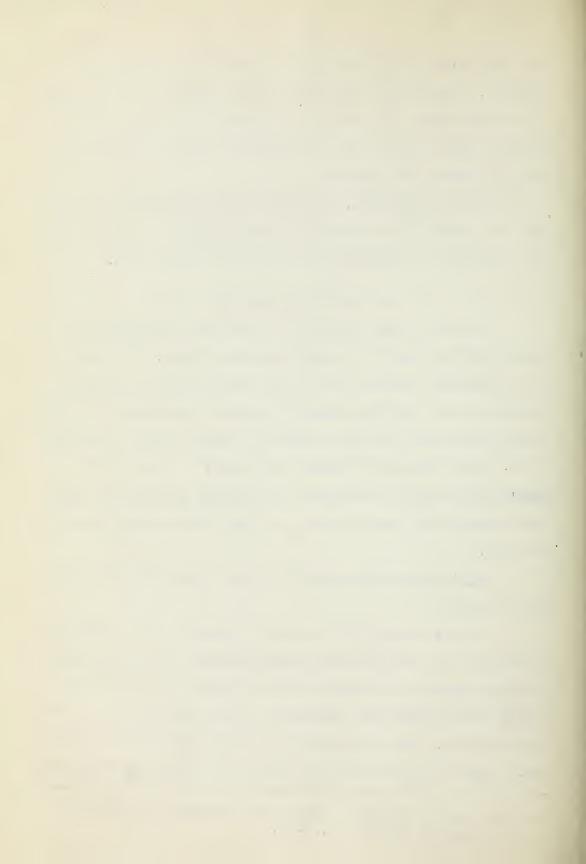
# Is Now Plan Perchaligivally Sound?

Folian for my outline of methods and procedures in social studies that it is psychologically sound. To grove this I herewith measure what I have suggested as a leans of teaching social studies against a scale of psychological studies decided for the guidance of social studies teaching by Dr. Harold Rugg of Columbia University. The chall dist Rugg's psychological standards individually and include under each standard the means where yee have met the requirements demanded.

Ruggis First Principle: The pupil learns only by addive assimilation.

We have recognized the need to practice this principle by setting up a pupil-created social studies laboratory which provided activity opportunity during construction and which, having been constructed, encourages, persuader and forces funther activity. This laboratory is a studie for self-expression." There is opportunity for experimentation, investigation,

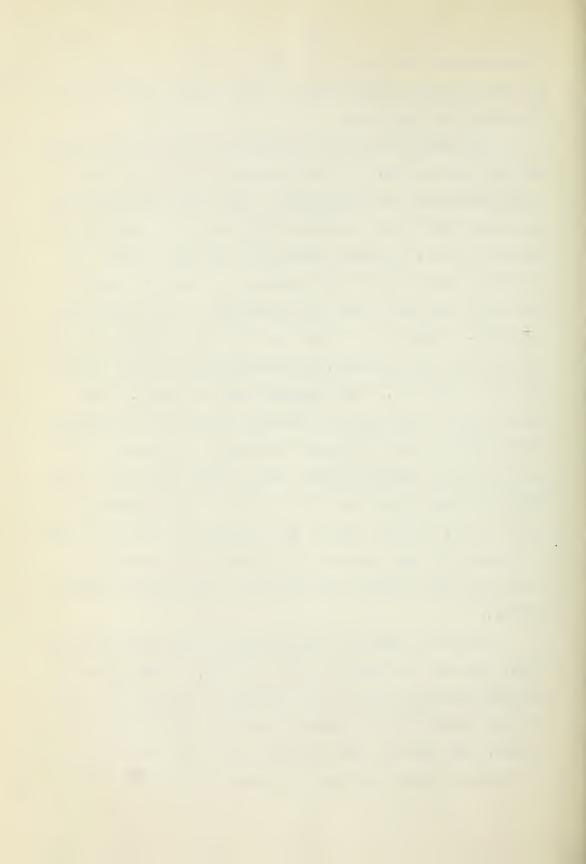
<sup>1.</sup> Purg, Warold, "Teacher's Guide for Changing Civilizations in the Modern World", pp. 2-12.



provide situations where active, understanding assimilation of information may occur.

The course as outlined provides a "succession of things for the pupils to do. " We have arranged for reading "from books, magazines, and newspapers". The groups are permitted to arrange open forum puriods and debates, All students will repure "briefs, outlines, summaries, and criticisms". We have left opportunities for inventions of "graphic methods of pertraying important facts and principles of how people live together". Even in the second part of the workbook few activities that would portray, graphically, the student reports, have been suggested. This omission was purposeful. The student must invent means of graphic description for himself. Workbooks can easily become as stereotyped in material and in methods as the textbook methods that we have condemned if they attempt to plan every item of the child's school behavior. We have left, in this regard, full opportunity for the student to exercise his own capacity for planning and graphically describing the informational portion of the course in social studies.

Restraints have not been imposed on the opportunity to think. Whether the opportunities to think, to draw generalizations and apply them to the problems of contemporary life are used depends upon the attitude and the philosophy of the teacher. We claim for our outline that it will provoke thought in a greater degree than will the organization of material in



a textbook. It will depend largely on the tencher's concept of class organization whether or not the pupil is given practice in making decisions with facts.

Regardless of the teacher's attitude the methods advocated for the use of this unit-outline plan in a social studies laboratory will give the child an abundance of opportunity for active assimilation.

Ruse's second principle: The situations of the echool must be real and dramatic.

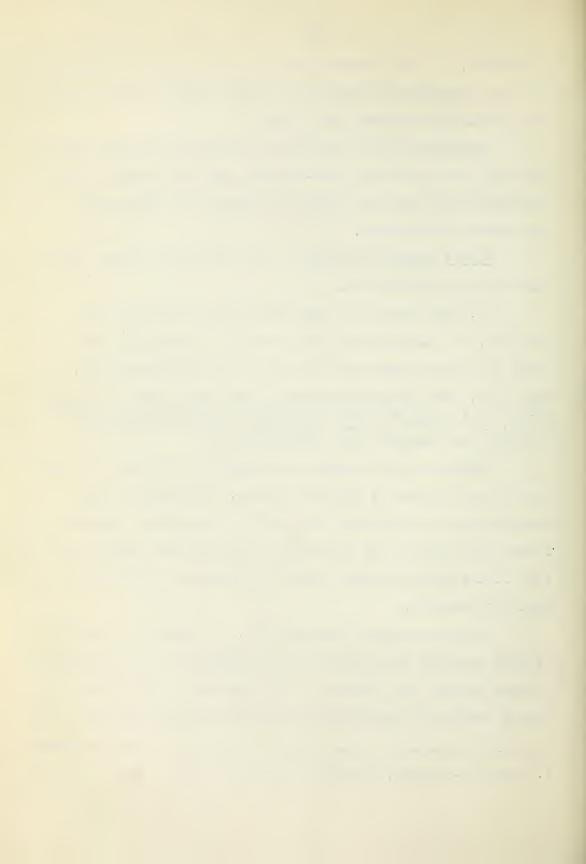
Dr. Rugg demands as much first-hand experience as possible. We have met this requirement by indicating our faith in planned excursions wherever such are practicable.

Rugg says, "For an understanding of all those modes of living which are far distant from the immediate environment of the pupil, the teacher and her class must rely upon pictorial material and dramatic word descriptions."

Reading and discussion participation will give the student a clear picture of distant regions. Vividness of the description will determine the extent of learning. Bugg declares that there is an imperative necessity for making materials of the social studies course as dramatic, vivid and dynamic as possible.

We have met these requirements. As nearly as possible we have outlined the program as an aggregation of real problems. We have brought the interest of the dramatic to the course in social studies by introducing moving pictures and lantern

<sup>1.</sup> Rugg, Dr. Harold, "Teacher's Guide", p. 6.



slides into class management. We have taken the place to real situations for exploration. We have invited specialists to demonstrate their knowledge of subjects and problems that they knew well.

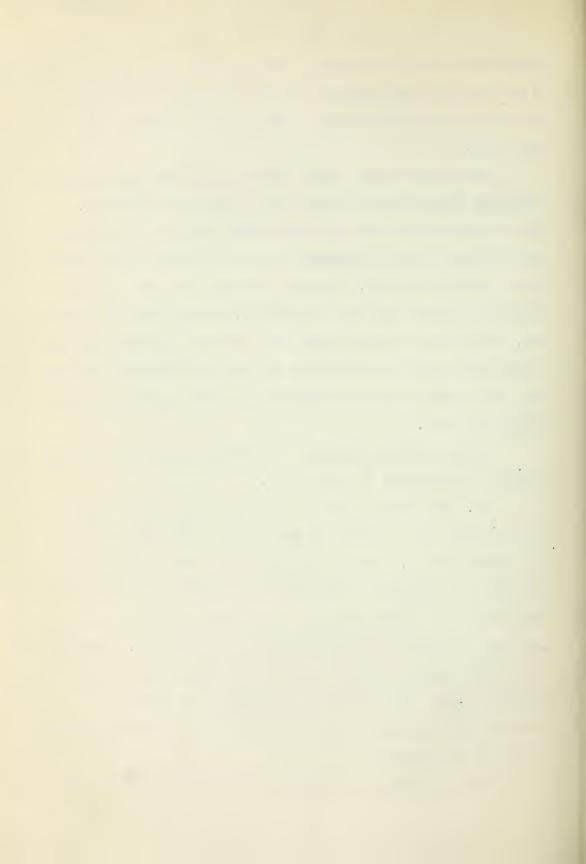
Materials of the social studies have been made vivid by including interesting evidence from a variety of sources.

These stories have been made more vivid because the students have outlined them in diagrams, maps or pictures in an integrated, artistic manner. Dynamic interest has been secured through the media of class discussion, debates and open forume. Now, of course, I do not claim all of these qualities are inherent in the unit outlines but it would be difficult to use the unit outlines without employing at least some of the above techniques also.

Rusg's third principle: Learning proceeds through the gradual accumulation of experience.

Dr. Rugg states that the way to develop these experiences is to arrange for a stream of experiences that will re-shape the understanding. These new experiences will be introduced through the technique of the inductive methods of study. As backgrounds of meaning increase opportunity for drawing more and more complicated generalizations increase also. Practice in drawing generalizations increases the capacity to draw more difficult ones. To arrange opportunities for practice in generalizing the course must be outlined as a carefully graded series of experiences.

In organizing the material of the course we have en-



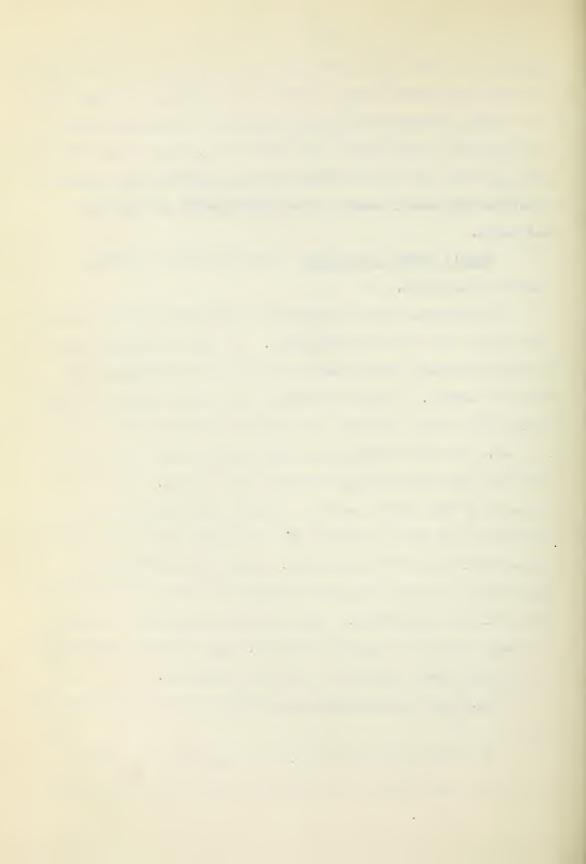
deavoured to meet the requirement laid down by Dr. Dure by rearcuncing the order of the problems as at present outlined in
the course of studies for Alberta schools. A second attempt
to attain the requirements laid down by Dr. Pugg in his third
principle was made by dividing the main problems into units of
understanding small enough to be comprehended by the mind of
the pupil.

Rugg's fourth principle: Every avenue of learning should be employed.

We have met this requirement by including vivid reading material in our list of references. In these reference lists we have included a great deal of material on biography and books of travel. In our laboratory for social studies we have urged that motion pictures and pictorial illustration be freely used. Problem material has been organized in the workbook and much more will develop in class discussions. One of the features of the method we have outlined will be a variety of individual and group research in the library and in the contrate realities of the community. Note books will provide opportunity to write original compositions and to incorporate much artistic expression. Thus we have endeavoured to employ the many avenues of learning that Dr. Rügg lists as essential for the permanent mastery of a social education.

Dr. Rugg's fifth principle: Maximum growth in understanding.

To attain this demand Dr. Rugg suggests that student activities must be planned in such an order as to ensure that



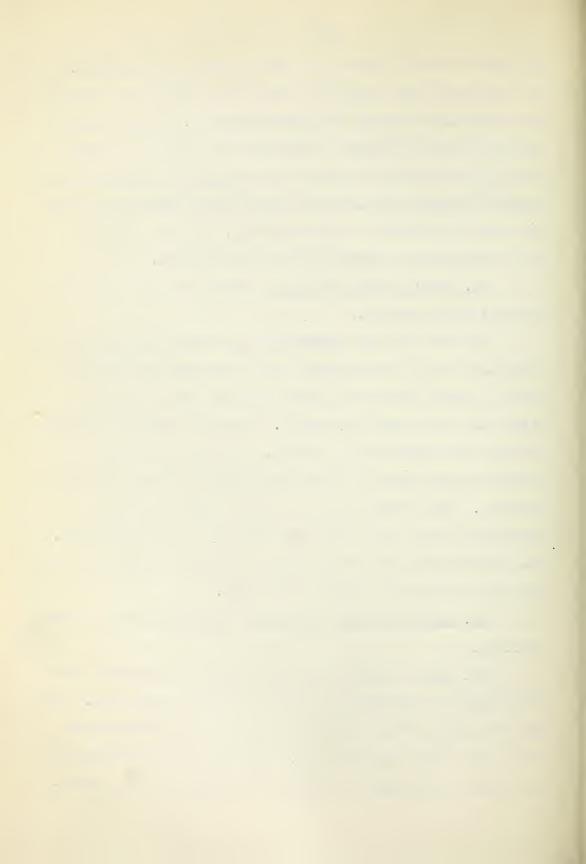
The curriculum must consist of experiences that vill illustrate important meanings and generalizations. In this undertaking we are not making a curriculum but we have not this demand by rounding out parts of the course as outlined in the course of studies for Alberta schools where additional raterials seemed essential to understanding. We have arranged activities under a system of planned recurrence.

<u>Dr. Rugg's sixth principle</u>: Systematic and economical practice on the skille.

The have met this essential requirement by insisting that there is a body of fundamental facts regarding locations of cities, ports, deposits of iron, coal and other resources which must be learned thoroughly. Thorough learning implies devices for repetition and review. To assist in organizing repetition and review of fundamental facts we have included a workbook. This workbook may be used to test knowledge of fundamental facts and to practice the use of that knowledge. The student will also devise means of graphic description that will be available for rapid review work.

Dr. Rugg's seventh principle: Learnings develop simultaneously.

Dr. Rugg declares that the teacher must remember that many phases of education act upon the child at one time. He may be learning facts but other learnings of a fundamental nature are being acquired also. Attitudes will develop, emotions will be in play, techniques of learning will be gained.



Wabite of study will become fixed.

We have met this requirement by providing the student with opportunity for freer reading practices, for learning to think on his feet and for learning to address his classmates.

Dr. Rugg's eighth principle: The intensive study of a few things.

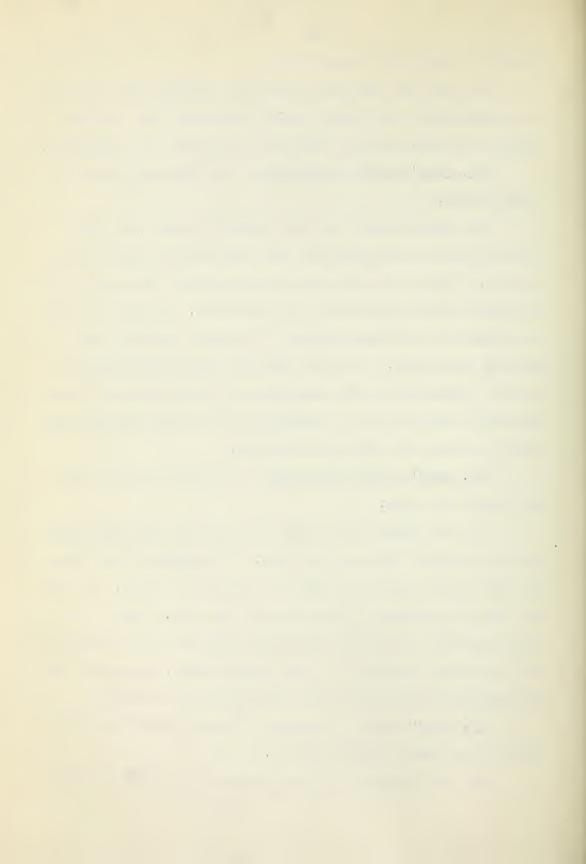
Dr. Rugg demands that the intensive study of a few things replace an encyclopedic and superficial study of many matters. There are a few crucially important facts upon which the pupil should concentrate his attention. We have met this requirement by listing a minimum of topics composing the Alberta curriculum. We have suggested that an abundance of concrete material be made available and that numerous illustrations be accumulated or constructed that will encourage the pupil to think and gain understanding.

Dr. Rugg's ninth principle: Attention centred upon one thing at a time.

We have obeyed this dictum to confront the pupil with only one central theme at one time. The extent of our units may vary from a matter of days to a matter of weeks. At any one time the students concentrate on one task. Tash of our units assembles material concerning facts and relationships that are bound together in close relationship. Attention can be concentrated and mind-wandering reduced to a minimum.

Dr. Russ's tenth principle: Courses should be organized around "understanding unite".

We have followed this suggestion also. Therever ceta-



needed to understand the unit under consideration it has been included. Facts necessary to understant a unit under consideration it has been ation have been included. Tacus necessary to understant a unit have been presented as a unit in order that at integrated body of information could supply an understanding of a local situation as one might confront it in actual life.

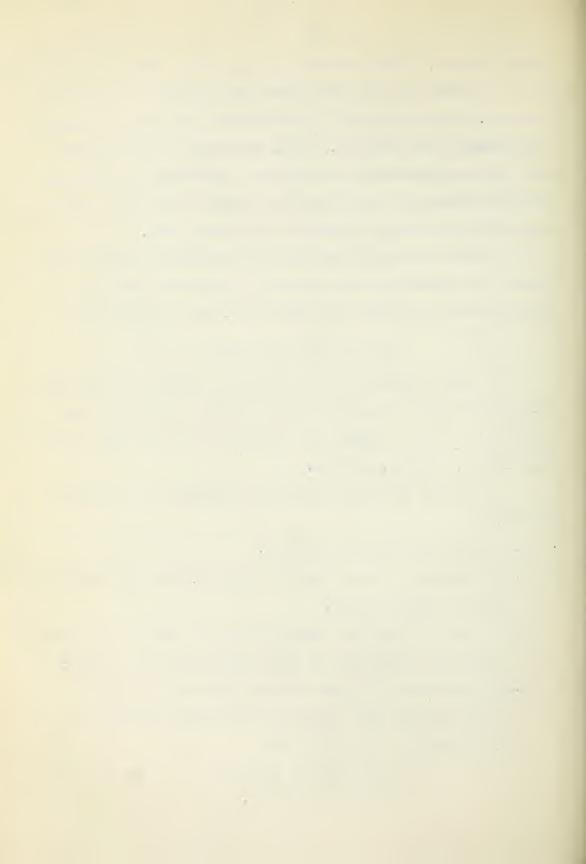
we can correctly claim that our putline of material and methods is psychologically correct in accordance with the psychological standards laid down by Dr. magg of Columbia.

### what the Students Think

I shall conclude this statement of results of using the unit outline plan of teaching social studies by quoting representative views of grade nine students in Rideau Park Junior High School, Calgary, Alberta.

In regard to these statements I register the following statements:

- 1. They are spontaneous opinions.
- 2. The authors of these opinions are anonymous and therefore free to write frankly.
- 5. In their own personal school lives the authors have had sufficient experience to make their opinions valuable.
- 4. The statements of these students were taken regarding three specific and fundamental procedures outlined in this thesis: (a) Group work
  - (b) Topical outlines
  - (c) Oral reports.

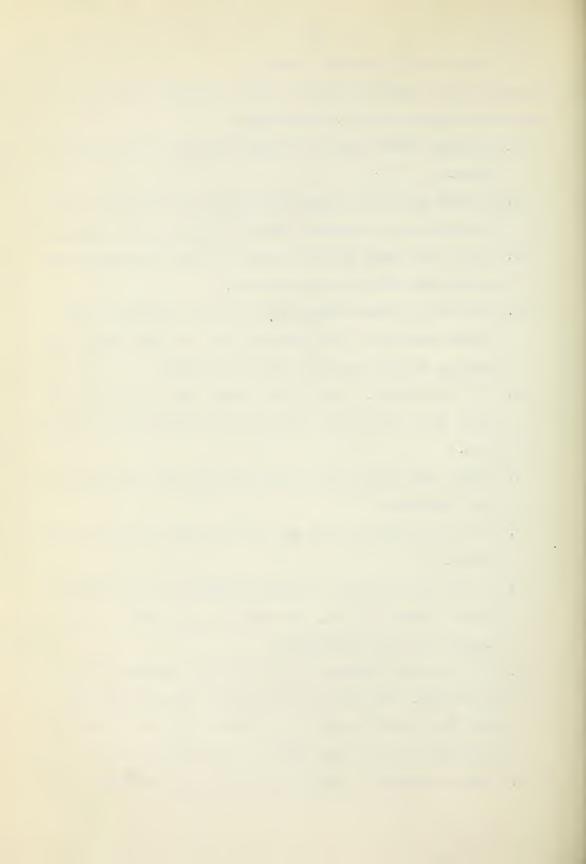


Tere are the student answers:

member of a group or as an individual?

- 1. "I would rather work in a group because we can exchange ideas."
- 2. 'I think working in groups encourages one to work harder.

  It gives one a chance to test his ability with others."
- 3. "If we are stuck we may be able to help one another by giving good ideas to one another."
- 4. "To work in groups means that you can associate with fellow members of the class and see how they work. It creates more interest in social studies."
- 5. "You learn more. One or two bright boys in a group of about five who are not so bright would help ther to learn more."
- 6. "Group work helps you to get more material and makes or more enjoyable."
- 7. "We can co-operate with one another and get more accomp-
- 8. "I do like the idea of vorking together as it prepared you for years to come. For don't we all have to work together in our democracy?"
- 9. "It gives me a chance to get the other fellow's idea in the matter. We can contradict each other and thereby iron out the bad spots in our work. In other words, I think that two or more heads are better than one."
- 10. "While working in groups one person does not have to do



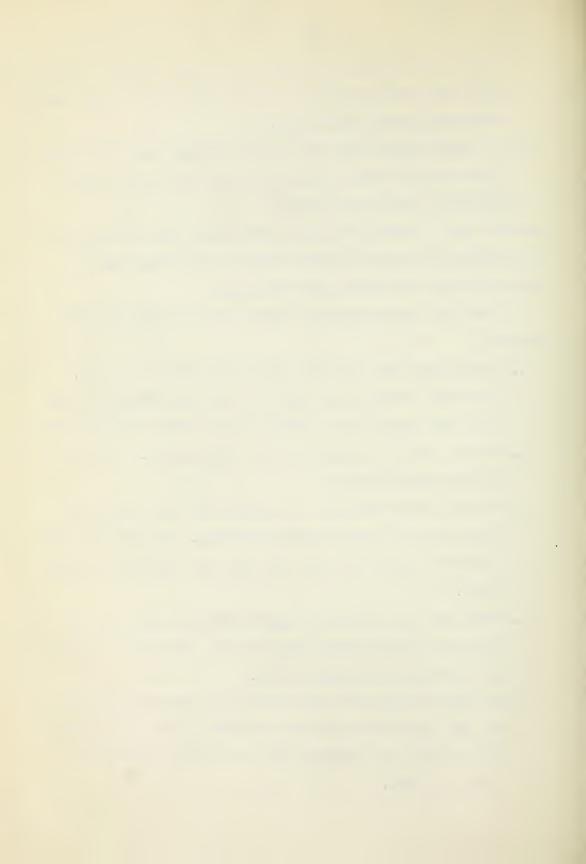
body takes more interest so as not to let the group form and consequently knows more.

11. "I would rather work with others because they know some very valuable information which may bely you to understand the topic wors fully."

ial studies than from a printed outline containing topics, reference books and exact page references?

Were are representative unswers favoring the printed outlines:

- 1. "Going from book to book enables you to pick up more knowledge as each book may have a little different data that will enable you to form a more correct general vie..."
- 2. "It is easier to study if it is interesting. Texts are not very interesting."
- 3. "If you go to different references you have different ideas and it is much more interesting. If you work with a text it becomes dry and you lose all interest in your topic."
- 4. "When you are looking through different books you see more interesting things and get more references for the use to remember in later lives."
- 5. "I think outlines of references are better because you get the right story and when we take it out of the text we get only the beginning and you are not learning the topics as well."



- ic as no two authors have the sure view. White from a text you just have one to so by."
- 7. "I would like to work from a list. One hook doesn't give information to make a report."
- F. "On this list there is stated the exact topic of from the references given I believe you get more and much better information on that particular topic."
- The text cannot possibly give you all the references on a subject. The sheet, however, gives you a list of many references."

question three: Would you rather prepare and deliver oral reports and have others do likewise as a method in social studies
than to have the whole class working on the same topic at the
same time?

Typical student answers were:

- 1. "It is much more interesting to to have a student ret up in front of the class and give a topic than to have to write and hunt up all the topics for yourself."
- D. "I would rather have the oral reports because when they are coming from different paraons you receive more knowledge of that certain topic."
- 3. "When you give an oral talk you have to select your Inglish and it will help you."
- 4. "Speakers on one topic can look up the topic more fully and get views from many authors."
- 5. "In giving oral reports one learns more about his togic than from just reading. Then topics are given by the

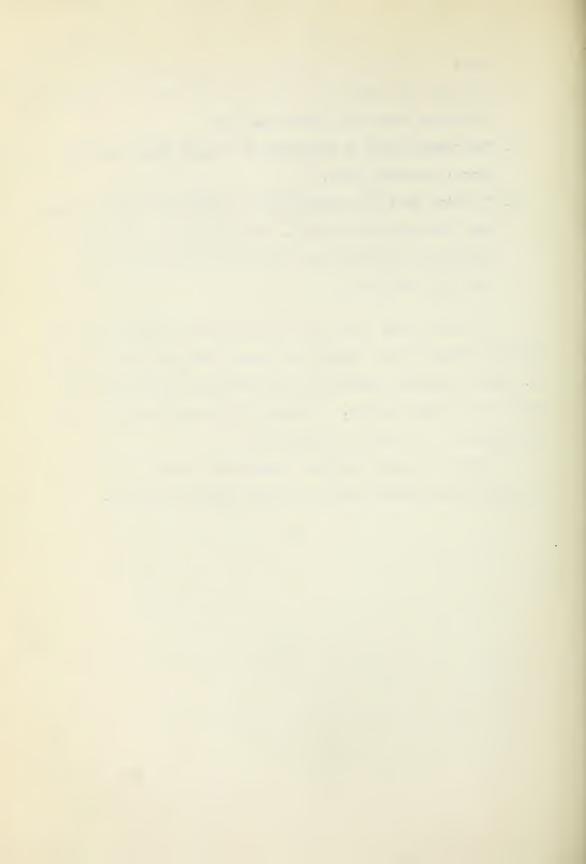


munils it will more variety to a slare semind,

- it better than when we've read it."
- 7. The reports give a variation of topics that the text cannot possibly give."
- 8. "I think that if everyone does a different topic you get more interesting material. If you have to get all the information yourself you must make them (such topic) as short as possible."

We have found that our unit-outline plan fulfills corlist of objectives as stated in chapter two and that it meets Dr. Purg's demands regarding a psychological hasis for the bourse in social studies. We have shown that the plan leaks the approval of students themselves.

On this varied syidence we command these mathines and methods to the general use of social studies teachers.



#### TITT

Towns, C.M. A Clarker for the Monial Softenes, We Tenuet

Tillings, Meal, Sameralizations Spain to the Dubiel Studios Courts.

Wining, A.C. D.W., Teaching the Benial Studies in Surenhau

Proderick and Steats, Citisenship Education Through the Godial Studies.

Manna, P.J., Youth Serves the Cor, writy.

Tilpatrick, Wm.H., "The Teacher and Society.

Martin, T.D., The Meaning of a Liberal Education.

Morrison, Prof. F.C., The Practice of Teaching in the Secondary School.

Wannann Wenry, lives in the Making.

Engg, Marold, Democracy and the Curriculum, Charging Civilizations in the Modern World, Teacher's Fuide.

Buscell, Bertrand, Education and the Social Order.

Stormsand & Lewis, Mew Wethods in the Social Studies.

Swindler, R.E., Social Studies Instruction.

Wells, H.G., The Work, Wealth, and Happiness of Mankind, Ar Experiment in Autobiography.

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Cyclopedia of Education.

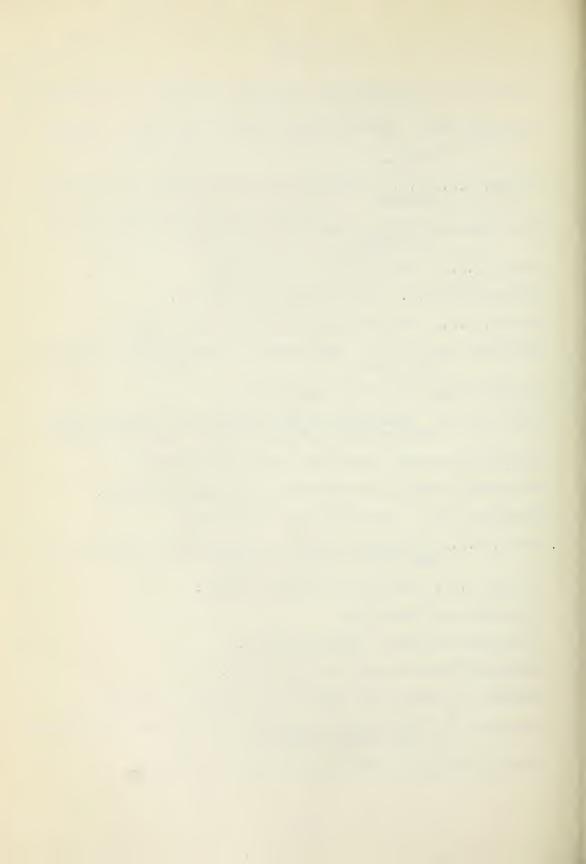
Mistorical Outlook, February, 1851.

Tational Education Association, Journal.

Program of Studies for Intermediate Schoole, (Alberta),

Report of the Commission of the American Mistorical Association on the Social Studies.

Stanford University Conference - Social Education,



## APPENDIX I



### Germany

1. In the war the flower of German Manhood was destroyed.

Changing Civilizations in the Modern World (371-372) Rise of American Civilization The world of Today (269)

2. Long Accumulations of Wealth were Destroyed.

Changing Civilizations in the Modern World (372-373) Social Planning for Canada (186-187) Rise of American Civilization (Beard)

3. Germany lost rich territories in Europe.

The World Today (269)
Post War Europe (27-28)
The Modern World (271-272)
Changing Civilizations in the Modern World (379-380)

4. The German Colonial Empire was Mandated to Her Conquerors.

Our Empire and our Neighbors Outline of History - Wells (1121-1128) Since then - Gibbs The Shape of Things - Wells

5. The Republican Democracy replaced the Kaiser's Absolute Government.

The World of Today (270)
The Modern World ((272-273)
Post War World (40-45)-(60-64)

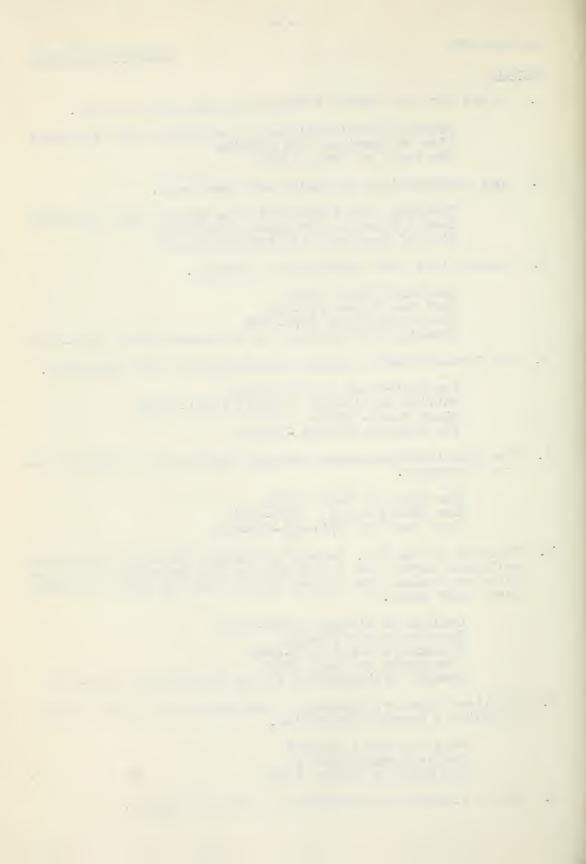
6. Strained by the War, Germany's Economic Structure completely collapsed partly due to the load of the Treaty of Versailles, but also because she planned thus to pay her debts in worthless paper money.

Outline of History (1108-1121)
Post War World (28-31)
The Modern World (273-274)
The World of Today (270)
Changin Civilizations in the Modern World (374-380)

7. Republican Germany, hindered by the Democratic Allies failed to rebuild a Broken Civilzation.

Post War World (46-50) Inside Europe (31-32) The World of Today (270)

8. Hitler Promised to Reconstruct a Greater Germany.



8. Hitler promised to Reconstruct a Greater Germany.

Inside Europe (1-60)
The World of Today (270-272)
The Modern World (274-276)
Britain's Story (352-353)

9. The Nazis ruthlessly destroyed their Opponents.

The Modern World (276-284) Inside Europe (ch. 1V) Post War World (136-138)

10. Germany resigned from the League of Nations.

The Modern World (284)

11. "Might is Right" ruled the World so Hitler built a huge mechanized Army.

Inside Europe (80-83)

12. Defying the Treaty of Versailles Germany Re-Occupied the Chineland.

The Modern World (274-286) Inside Europe (84-85)

13. Ribbentrop urged the return of the former German Colonies as a source of raw materials and a Market for Manufactured Products.

Inside Europe (92-96)
The Modern World (286-287)

14. In the spring of 1938 Germany joined Austria to the Fatherland.

Inside Europe (103-Britain's Story (356-358)

15. The Munich Conference opened the way to Czechoslovakia, Poland, Memel, Norway, Holland, Belgium, Frnace.

Inside Europe (Int. 11-23) Britain's Story (358-365)

16. On September 1, 1939, Hitler's armies marched into Poland to start a second world war within a generation.

The Story of Britain (Kingsway)

# Italy

 The Allied Powers promised Italy great gains, so in 1915, she entered the war on their side.

b . . •

The World of Today (274)
The Modern World (253-255)

2. The war cost Italy billions of dollars.

New Governments in Europe (Buell)

3. Six-hundred thousand Italian soldiers lost their lives in the war.

The World of Today (274)

4. Signor Orlando failed to satisfy Italian ambitions at the Peace Conference.

Europe Since 1815 (Hazen)

5. The War smashed the Italian Economic Structure and there was untold suffering.

The World of Today (274)

6. The Government failed to put an end to distress.

Inside Europe (190-192)

7. The Fascists seized power.

The World of Today (274-277) The Modern World (255-260) Inside Europe (187-191) - (203-205)

8. Opponents of the new order were beaten, drenched with Castor oil or murdered.

Outline of History (1107-1108) The Modern World (260-269)

9. Mussolini conquered Abyssinia from Haillie Selassie, King of the Ethiopians.

The World of Today (278-279) Inside Europe (ch. 15)

10. The League of Nations, half-heartedly, applied Economic Sanctions to the aggressor.

Inside Europe (ch. 34)
Inside Europe (223-225)

ll. In Spain, Italian soldiers and war-craft waged war in the name of France, against the peasants.

Inside Europe (ch. 12)

. -. -100  12. According to Mussolini, the Rome-Berlin Axis forms the Pivot of World Politics.

Inside Europe (Introduction 22-28) - (86-90)

13. In the fall of 1938 World Peace poised delicately in the balance, subject to the whims of two men.

Inside Europe (Int. 11-21)

14. In the spring of 1939 Mussolini took Albania.

Inside Europe (Int. )

15. In 1940 Mussolini declared war on France and on England.

Britain's Story (351-352)

16. In November 1940, the Greeks nearly drove the Italians into the sea.

Magazines (Time, Life, Newsweek)

### Japan

1. The Rome - Berlin Axis was extended to include Tokyo.

Inside Europe (86-87) - (103b.-103c)

2. Japan is now fully engaged in a war against China.

Changing Governments (551-556) Insdie Asia.

3. After the war, Japan devised the slogan "Asia for Asia-tics".

The World of Today (280-283) Post War World (310-314)

- 4. Commodore Perry made a treaty with Japan about the middle of the last century.
- 5. Japan modernized her industrial phant.

Outline of History (1031-1033)

6. The Great War gave Japan a splendid opportunity for Industrial development.

The World of Today (281-283) The Post War World (308-311) Changing Governments (5480551)

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Our World Today
The Modern World (346-351)

7. Wages of Japanese Workmen are so low that the home market is small.

The World of Today (283) Post War World (314-315)

8. In 1931 and 1932 dynamic Japan shocked unrealistic world opinion, by a military conquest of Manchuria.

Inside Asia
The Post War World (317-325)

9. The weakness of the League of Nations was portrayed by her failure to punish Japan.

Inside Asia
The Post War World (325-327)
Inside Europe (282-284) - ch. 34.

10. Russia and the United States suspect Japanese ambitions for World Power.

Post War World (311-317) - (327-330)

11. Over one million Chinese have been killed in the present Sino-Jap conflict.

Inside Asia.

12. Japan joined Germany and Italy to combat the so-called Red Menace.

Inside Europe (86-87)
Inside Asia.

- 13. One hundred years hence, Europe may have to unite to gain protection from the "Yellow Peril".
- 14. Chiang Kai-Shek leads the Chinese against the invading Japs.

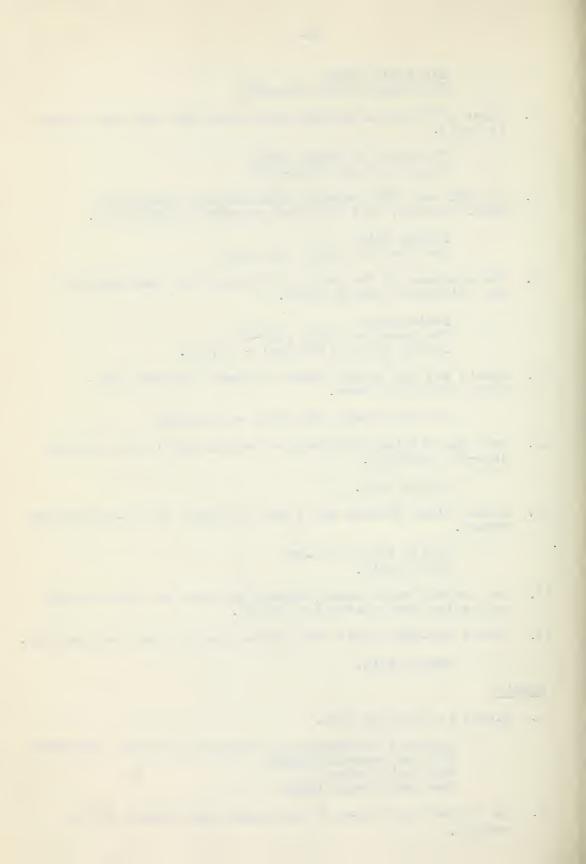
Inside Asia.

## Russia

1. Russia is vast and rich.

Changing Governments and Changing Cultures (391-399)
The Challenge of Russia
Our World Today
The World Today (298)

2. The Industrial System of old Russia made slaves of the workers.



Changing Civilizations (366-368) Changing Governments (401-405)

3. The agricultural system of old Russia used crooked sticks for plows.

The World of Today (298-299)

4. The Government of the Tsar was but a legalized murder, plunder, torture, and starfation.

Inside Europe (456-459) Seven League Boots (100-145) Changing Governments (398-400)

5. The masses of the Russian People dwelt in the valley of ignorance.

Changing Governments (443-445) - ch. 15. The Challenge of Russia

6. With empty stomachs, few guns and less bullets, the Russian soldier was hurled against the mechanized army of Germany.

Modern Times (274-278) Changing Governments (413-415)

7. A Provincial Government under Kerensky took over the Government when the Tsar abdicated.

The World of Today (299-300) Outline of History (1131-1136) Changing Governments (416-419)

8. Lenin, the leader of the people, is now a God to the Russians because he led the Russian Revolution.

Modern Times (ch. 24)

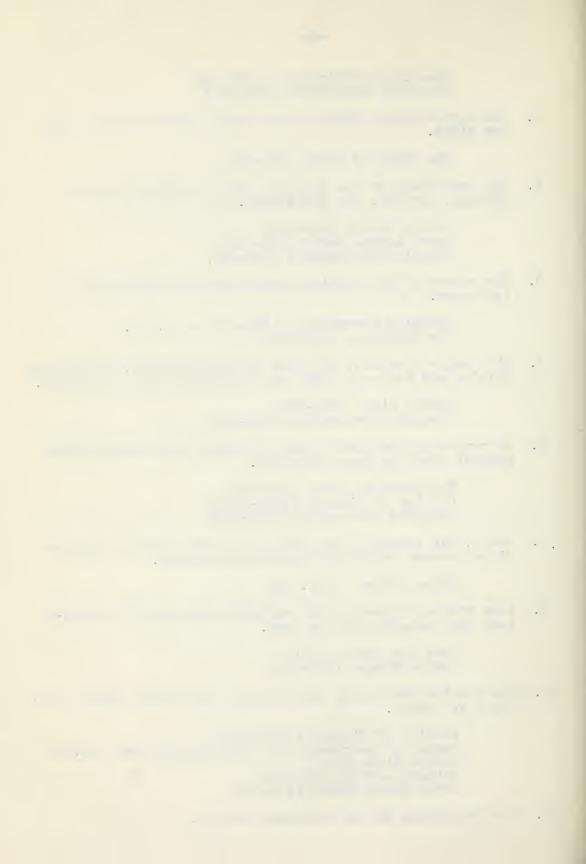
9. Leon Trotsky ripped up the rails to make guns; he organized the peasants into an army.

> Post War World (157) Inside Rurope (458-461)

10. The Russian Revolution came because the people wanted land, bread and peace.

Outline of History (1094-1097) Changing Governments and Changing Cultures (ch.16) Europe Since 1815 Britain's Story (350-351) Seven League Boots (100-141)

11. The Revolution set up a workers country.



The Modern World (301-310) Changing Governments (ch. 16) Britain's Story (350-351)

12. When Lenin died, Joseph Stalin bedeme Dictator.

Inside Europe (451-488) I Write As I Please Britain's Story (351)

13. The Economic System of the New Russia has followed pure Communism, the new Economic Policy and the Five Year Plan.

Inside Europe (501-511)
The World of Today (300-305)
Changing Governments (ch. 16)
Outline of History (1128-1136)

14. Russia's foreign minister, Litvinoff, supported the League of Nations.

Inside Europe (478-481)

15. Molotoff replaced Litvinoff in 1939.

Inside Europe (482-483)

16. At first Russian joined France and England in an effort to stem the expansion of Nazi Germany.

The Modern World (310)

17. Russia reversed her policy, supported Germany and helped to divide Poland.

The Modern World (310-312) Inside Europe.

# United States

 During the war the United States grew rich by sale of materials to combatants.

An Introduction to American Civilization (ch2. - ch. 27)
Changing Civilizations (381-383)
Post War World (389-391)
The Post War World (427-430)

2. European Countries borrowed billions of dollars from the U. S. during the war.

Post War World (124-130)-(60-64)-(389-391) The World of Today (305-306)

3. Uncle Sam was rich, and lent billions more to reconstruct a war torn Europe.

Post War World (60-64)-124-130)-390-399)
The World of Today (306-307)

4. American tariffs prevented the repayment of these debts in goods.

Post War World (398) The Modern World (524)

5. Europe began again to supply her own needs and unemployment in the United States followed this loss of markets.

The Post War World (451-454)

6. The breakdown of World Economic fabric was dramatized in the Stock Exchange collapse of 1929.

Post War World (453-454) - (399-407) The Modern World (527-529)

7. President Roosevelt moved rapidly and dramatically to prevent revolution in the U. S.

Post War World (452-457)

8. The New Deal tried to create artificially high prices for farm products.

The Post War World (465-467) Changing Governments and Changing Cultures (New Edition)

9. The New Deal poured billions into old industries and created new ones to provide purchasing power for industrial workers.

The Post War World. (457-462)

10. The Blue Eagle of the New Deal became the symbol of willing co-operation.

The Post War World (462-470)

11. The Government of the U. S. passed many laws regulating economic and industrial activity.

The Modern World (541-544)
The World of Today (307-309)

12. The League of Nations - brain child of ex-president Wood-row Wilson was repudiated by the United States.

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The Post War World (391-393) Britains' Story (333-337) The World of Today (309)

13. The Kellogg Peace Pacts marked a brief American interest in World politics.

Post War World (67-68)
The World of Today (309-310)

- 14. Senator Nye's investigation of war, brought forth from the Senate, America's present Neutrality Laws, which were later repealed.
- 15. The Monroe Doctrine has been strengthened by the Pan American conference at Buenos Aires.

The Post War World (409-410)

16. President Koosevelt assured Canada of protection against aggressors.

### Great Britain

1. England has a flexible Parliamentary System.

Changing Governments (ch. 7) The World of Today (286-289)

2. Democracies are made to plod even when rapid decisions are essential.

The Modern World (ch. 11) The World of Today (288)

3. Post-war unemployment was caused by Japanese and American encroachment on pre-war markets.

Post War World (110-113) The World of Today (288-289)

4. Free trade Britain suffered trade losses in a post-war world of ever mounting tariff barriers.

The Modern World (524-527)

5. In 1931 Stanley Baldwin's Nationalist Government adopted a protective tariff policy.

The Modern World (529-532)

6. The Rt. Honorable R.B. Bennett convened the British Empire trade delegates at Ottawa.

The Story of Our People (377-379)

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7. The Ottawa Trade Agreements of 1932 raised tariffs of the Empire against the outside world.

The Modern World (467)
The World of Today (289-290)

8. Britain's relations with the League of Nations have been chequered.

Post War World (33-34) Inside Europe (103z - 103f) The World of Today (290)

9. Premier Chamberlain openly protested against "Midsummer Madness" - The League of Nations.

The Struggle for Peace Inside Europe (261) - (103a - 103f)

10. The relationship among the members of the British Empire becomes more loose.

A Reader in Canadian Civics (162-166) The Modern World (ch. 26)

11. In peace, the policy of the Empire is based on cooperative trade and protection.

A Reader in Canadian Civics (ch. 22) The World of Today (290-292)

12. With the Empire at war, a new arrangement of relationships may become necessary.

The Story of Our People. (408-421)

13. The British Parliament declared war on Germany in September 1939.

Britain's Story (358-370)

### France

1. France clings desperately to Parliamentary Government.

Inside Europe (ch. 8) Changing Governments (ch. 11 - 12) Changing Divilizations (ch. 7 - 8)

2. The great number of political parties in France makes a mockery of Democratic Government.

Inside Europe (134-135) (ch. 11) Post War World (74-78)

3. The Great Nightmare of France is the German Military Machine.

, .

The Post War World (66-73) The World of Today (293-295) Inside Europe (130-133)

4. The inconsistency of French foreigh policy undermines her prestige in England.

The World of Today (294-296) Inside Europe (220-228)

5. France had a mutual assistance pact with Russia.

Inside Europe (511-514)
The Modern World (310)
Inside Europe (Introduction)

6. Collective security under the League of Nations was a cornerstone of French policy until Premier Laval struck a death blow at that institution.

Post War World (73-74)
The World of Today (296-297)
Inside Europe (136-141) - (225-228)
The Post War World (476-480)
Britain's Story (356)

7. In the fall of 1938 Franch helped Britain barter away the territory and independence of Czecho-Slovakia.

Inside Europe (Int. )

8. In September 1939 France declared war on Germany.

Britain's Story (358-365)

9. In June of 1940 Franch capitulated before Hitler's armies.

# Canada

1. During the war artificial needs an industrial boom.

The World of Today (313)

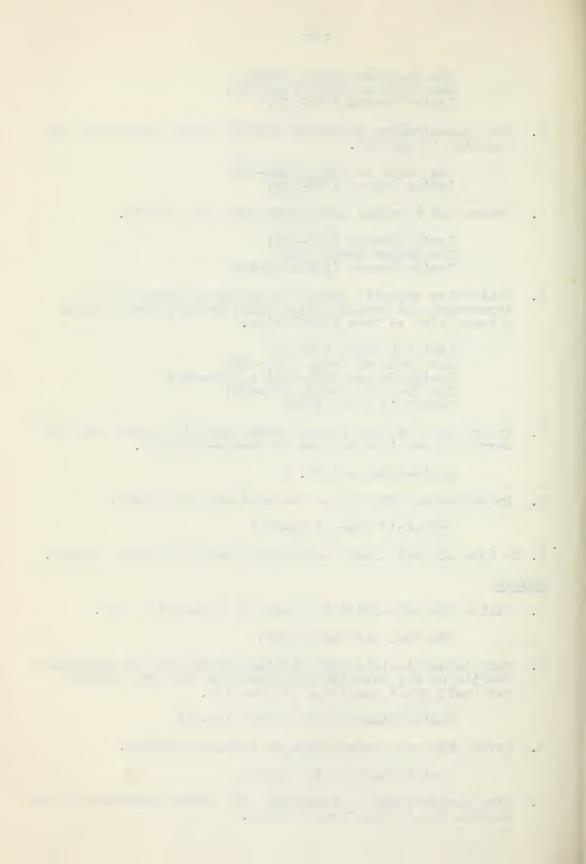
2. Many industrialists made millions of dollars in exorbitant profits on war material and after the war were knighted for their great sacrifice and heroism.

Social Planning for Canada (22-27)

3. During the war, prices rose to fabulous heights.

Social Planning for Canada

4. High tariffs made it impossible for debtor countries to pay amounts due in the form of goods.



Social Planning for Canada (31-37) - (348-360)

5. In 1929 the prices of basic commodities skidded near the vanishing point.

The World of Today (313-314)
The Post War World (443-445)
Social Planning for Canada (185-186)-(28-30)

6. The unemployed youth of the land crossed Canada on the freights.

The World of Today (314)

7. The Statute of Westminster made Canada a free and equal partner in the British Commonwealth of Nations.

The Post War World (446-447)
The Modern World (457-465)-(471-472)

8. The Canadian Government under the leadership of R.B. Bennett attempted to stem the depression.

The World of Today (315)

9. The Ottawa Trade Agreements of 1932 gave Canada additional preferential treatment in the British Market.

The Post War World (447-448)
The Modern World (465-470)

10. In Canada, new Political Parties arose on the failure of the old line parties.

The World of Today (315-318) Social Planning for Canada (315-326)

11. Our happy trading relationship with the British Empire brings work to Canada.

The World of Today (318-320)

12. Canada supported the League of Nations.

A Reader in Canadian Civics (167-173)

- 13. In September 1939 a special session of Parliament declared war on Germany.
- 14. As a result of the Monroe Doctrine and President Roosevelt, Canada and the United States have set their gears very close by the appointment of a joint Defence Board in 1940.

The Modern World (438-444)

-1001 

### Social Quiz on Post War Problems

1. How many (a) men

(e) Russians

(b) French

- (f) Americans
- (c) British
- (g) Canadians

(d) Germans

died in the actual blood bath of the Great War

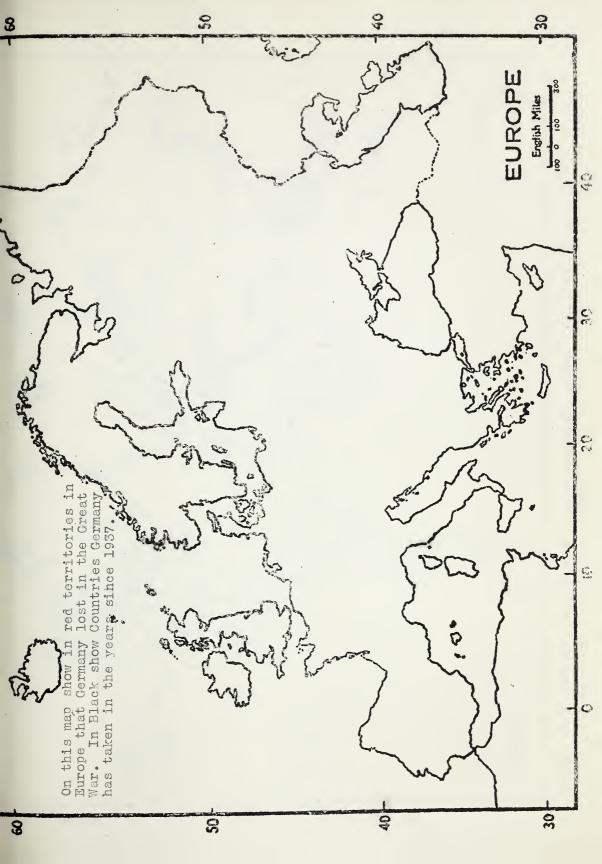
- 2. In what countries did civilians perish as a result of the World War, and how many perished as a result in each country named?
- 3. How much wealth was destroyed in the Great War and what could have been done with that money for the social improvement of the people of this planet?
- 4. Choose the correct statement:

After the Great War Germany was ruled by:

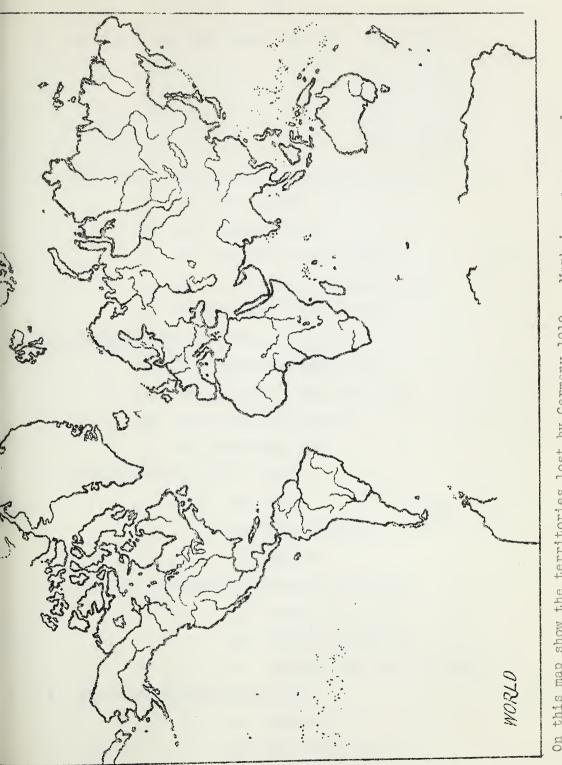
- a. the Kaiser
- b. The Communists
- c. Democracy
- d. The Jews
- e. The Weimar Constitution.
- 5. Germany collapsed after the war because:
  - 1. she printed too much money
  - 2. she paid too much on war debts
  - 3. Versailles was harsher than Brest-Litovsk
  - 4. Germany wanted to collapse
  - 5. France invaded the Ruhr valley.

Note -- In the following questions choose the best answer or fill the blanks.

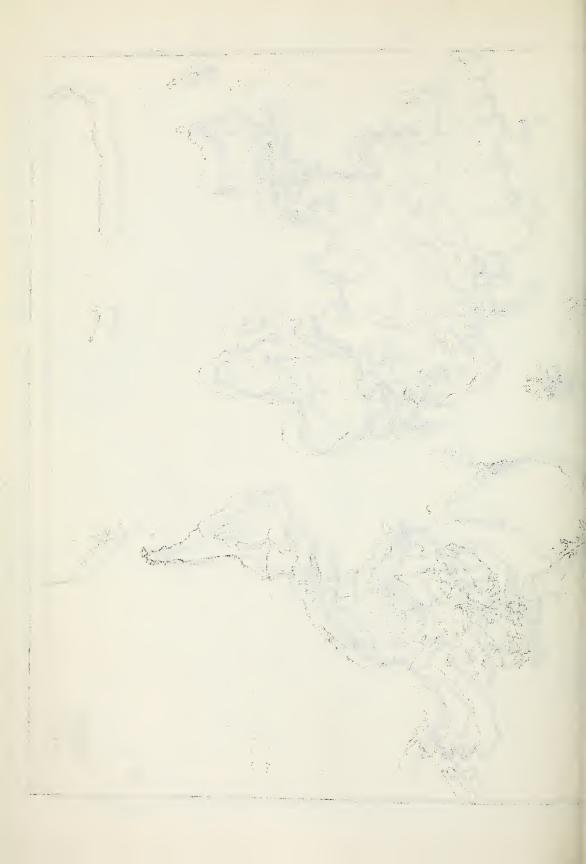
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Mark in red Italian losses or On this map show the territories lost by Germany 1919. gains in the war that started in



(2) France

6. After the war, the Kaiser went to: (1) England

	(3) Belgium
	(4) U.S.A.
	(5) Holland
7.	From 1924 to 1929 Germany recovered because:
	L. she had no army
	2. she borrowed money
	3. she printed too much money
	4. she sold goods in foreign lands
	5. Hitler persecuted the Jews.
8.	The German Republic failed because:
	1. the great depression came
	2. Germans don't like democracy
	3. there was unemployment
	4. the Jews sabotaged.
9.	Hitler was born in: 1. Berlin
	2. Vienna
	3. Berschtesgaden
	4. Austria
10.	The Nazis terrified the German people by:
	l. using castor oil
	2. shooting offenders
	3. making them fear the French
11.	The Reichstag was burned by:
	l. Goering

2. The Communists

3. van der Lubbe

. 

- 4. Roosevelt
- 12. Errest Roehm was a :1. suciide
  - 2. Jew
  - 3. friend of Hitler
  - 4. leader of Storm Troopers
- 13. The Beer Hall Putsch was:
  - 1. a drunken party
  - 2. a free for all
  - an attempt to overthrow the Government.
  - 4. a beer drinking contest.

### 14. Hitler wrote:

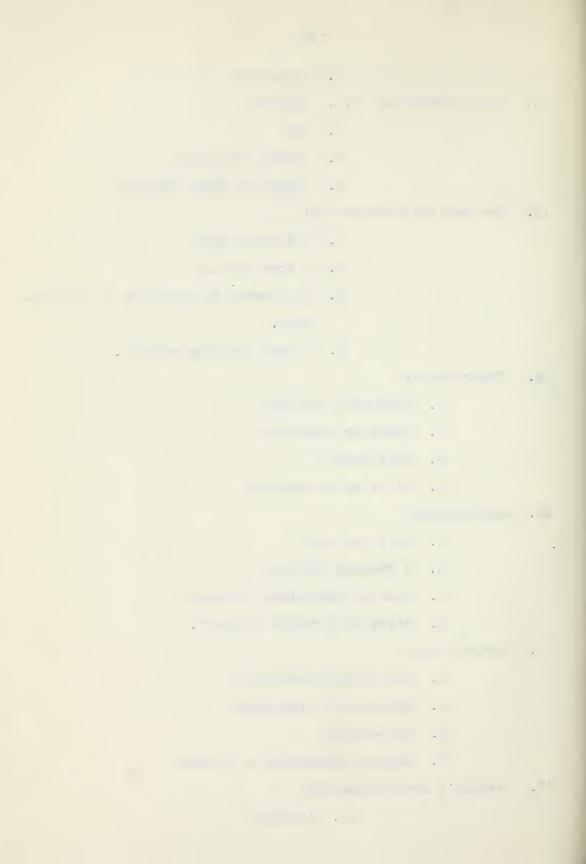
- 1. Gone with the Wind
- 2. Among My Souvenirs
- 3. Mein Kampf
- 4. O' To Be in England

### 15. Goering was:

- 1. tall and slim
- 2. A Swedish aviator
- 3. head of the German air-force
- 4. pilot of a "Dixie clipper".

#### 16. Goebbels was:

- 1. Nazi Foreign Minister
- 2. Minister of propaganda
- 3. club-footed
- 4. Russian ambassador to Germany
- 17. Germany's army emphasized:
  - 1. infantry

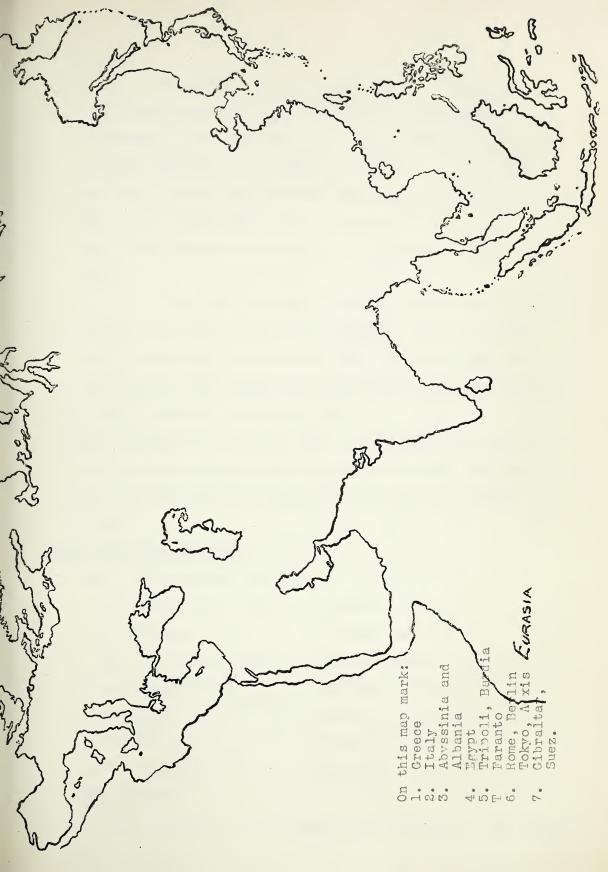


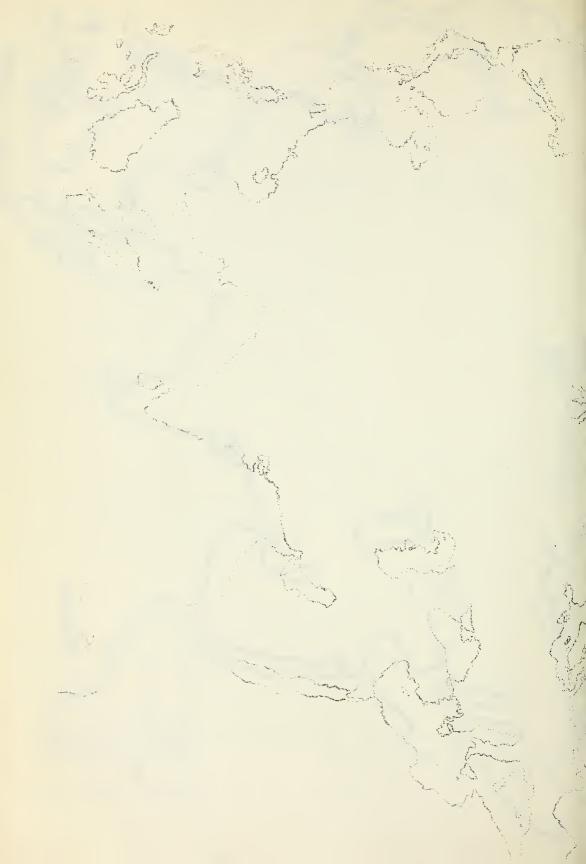
- 2. aeroplanes
- 3. battleships
- 4. tanks
- 18. France: (1) invited Germany to occupy the Rhineland
  - (2) chased Germany from the Rhineland in 1935
  - (3) didn't care whether Germany occupied it or not
- 19. Ribbentrop was: (1) GermanY's finance minister
  - (2) A Luthean minister
  - (3) Foreign minister
- 20. The Rome-Berlin Axis was:
  - (1) an iron shaft
  - (2) a gentleman's agreement
  - (3) A christian accord with the pope
  - (4) a military alliance
- 21. War started in September 1939 because:
  - 1. Poland invaded Germany
  - 2. Russia invaded Poland
  - 3. The Germans wanted peace
  - 4. Hitler was determined to have war.
- 22. The Munich Conference:
  - 1. brought peace
  - 2. brought war
  - 3. helped the Germans
  - 4. destroyed Czechoslovakia
  - 5. made Benes president of the Reichsbank
- 23. A Blitzkrieg on London means:
  - 1. a group of balloons
  - 2. a flight of the Hindenburg

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		3.	murder from the air
		4.	A Messerschmidt falling in the Thames
		5.	air warfare with explosive and in-
			cendiary bombs.
24.	Hitler does not in	vade	England, because:
		1.	he lacks troops
		2.	he lacks a navy
		3.	The British have superior numbers of
			aircraft
		4.	his soldiers are afraid of fish
		5.	he is afraid
		6.	he thinks the English will surrender
			soon
[n i	the following, fill	the	blanks:
l.	Italy joined the Gr	eat	War on the side of the
	because they promis	ed h	ner, by the secret Treaty of
	in the year	• • • •	. In the war, Italy was defeated at
	by the		Italians were killed in
	the Great War.		
2.	At the Peach Confer	ence	e held in Italy was repres-
	ented by	Не	quarrelled with President
	For Italy he gained	(1)	(2)(3)
	(4)		
3.	After the war		was great in Italy. A party called
	the arose	. 1	It was led by
4.	Mussolini was the s	on o	of ato
	avoid	Ther	e he was many times. Once he
	stole some	from	some ladies. His followers

. r 5 lienters servers parties 





doused enemies with and beat them with
They murdered Mussolini attacked
in 1935 and drove out Emperor Mussolini sent his
soldiers into (1)(2)(3) in 1940.
The British drove the Italians from (1)(2)
(3) (add 4,5,6, etc. as needed)

5. When Prime Minister Churchill said to Mussolini on May 16, 1940,:

"Is it too late to stop a river of blood from flowing between the British and Italian people? We can no doubt inflict grievous injuries upon one another and maul each other cruelly and darken the Mediterranean with our strife. If you so decree, it must be so".

What did Mussolini reply? List four reasons for his reply.

Do you think he could then see into the future as far as

Sidi Barrani, Bardia, Tobruk, Albania, Greece, Taranto,

Sicily?

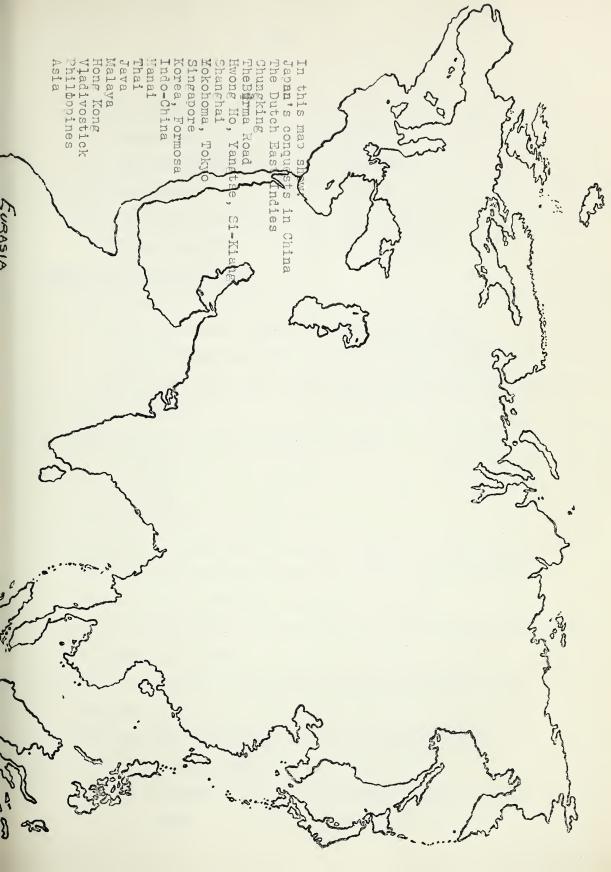
# Japan and World Problems

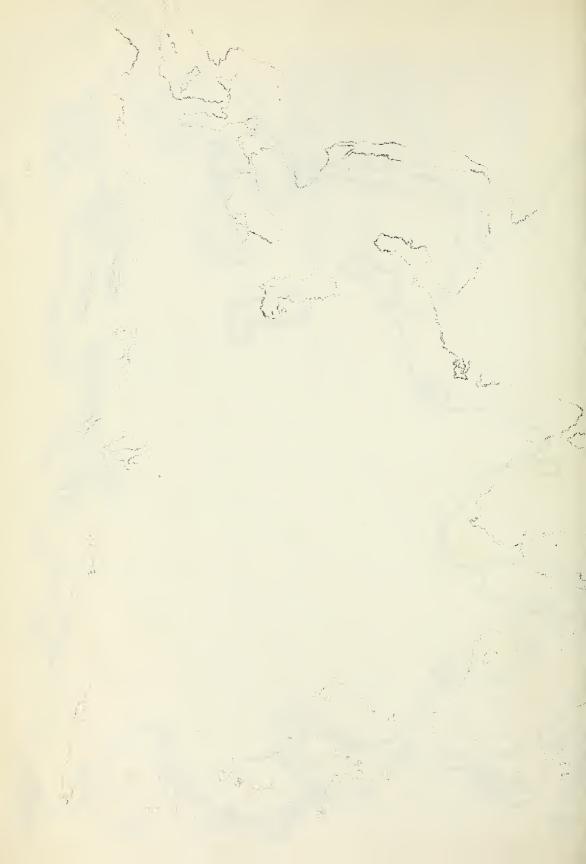
- 1. Match names and offices held:
  - 1. Matsuoka Premier
  - 2. Konoye foreign minister
  - 3. Chiang Kai Shek female leaders in China
  - 4. Soong sisters American ambassador to Japan
  - 5. Grew puppet ruler of North China
  - 6. Wei leader of Chinese
    - 7. Hirohito Emperor of Japan
- 2. Fill blanks:

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with persuaded her to sign
a treaty with the in Japan be-
gan to build copied from countries. Today
she is an industrial nation.

- 3. In the last fifty years Japan has taken:
  - 1. Korea
  - 2. Formosa
  - 3. Manchukuo
  - 4.
  - 55 ......
  - 6. (complete the list)
- 4. Brand these statements as true or false. Think with discrimination:
  - a. Japs are runts and poor fighters.
  - b. Japan licked Russia in 1905
  - c. Japanese oranges grow in Florida.
  - d. The Japs made an alliance with Italy, and Germany aimed at the United States.
  - e. The Chinese prefer to let Japan have Manchukuo.
  - f. Tokyo is in the extreme horth of Japan.
  - g. Japan exports steel and oil.
  - h. Japan exports silk, toys, oranges.
- 5. Why did the League of Nations let Japan take Manchuria?
- 6. Why can Japan sell her goods abroad so cheaply?
- 7. What objections do Californians and British Columbians raise to Japanese immigration?
- 8. What does Japan mean by the "new order in the East" and "Asia for the Asiatics"?





- 9. What is the Burma road?
- 10. Write a paragraph about:
  - 1. Madame Kai Shek
- 6. Manilla
- 2. The Soong Sisters
- 7. Hong Kong

3. Singapore

- 8. Konoye
- 4. The Dutch East Indies 9.
- 9. Fujiyama
- 5. French Indo-China
- 10. The Emperor

### Russia and World Problems

- 1. Show Russia's area by:
  - 1. a bar graph comparing Russia and Canada
  - 2. superimposing map of U.S.A. on map of Russia
  - comparing actual area with North America in square miles.
- 2. Under the Tsar, Russian peasants were:
  - 1. happy
  - 2. idle
  - 3. slaves
- 3. Could you justify this statement: "Nearly all the Tsars were ravenous gangsters who sought to torture their subjects and to keep them in poverty, ignorance, filth"?
- 4. Write a paragraph to describe farming methods under the Tsars of Russia up to 1917.
- 5. Why was Russia so easily knocked out of the last war by Germany?
- 6. What were the terms of the treaty of Brest-Litovsk?
- 7. Write a paragraph about:
  - 1. Trotzsky
- 7. German-Russo Alliance
- 2. Lenin

8. Molotov

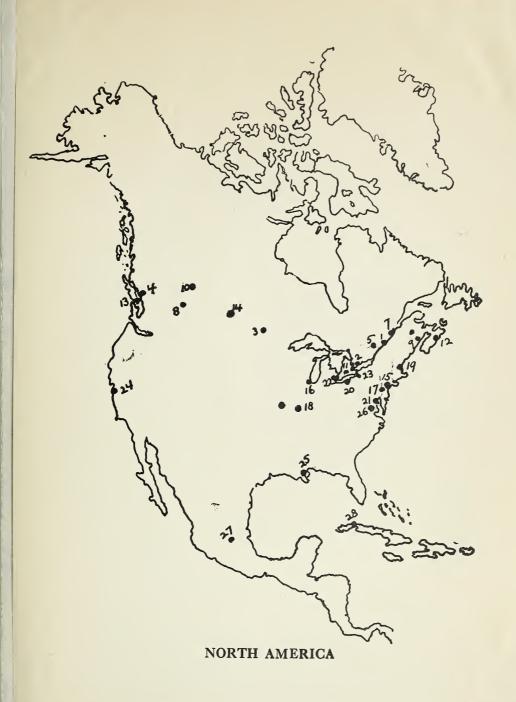
L. . 

- 3. The Russian Revolution 9. Russia and the Dardanelles
- 4. Stalin
- 10. Ribbentrop went to Moscow
- 5. The Five Year Plan 11. Sir Stafford Cripps
- 6. The Finnish War
- 12. Maisky

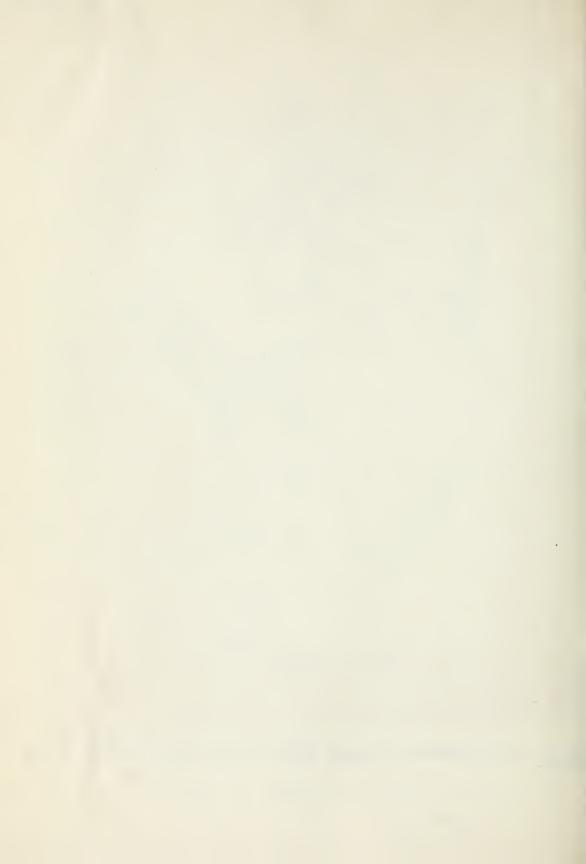
# The United States and World Problems

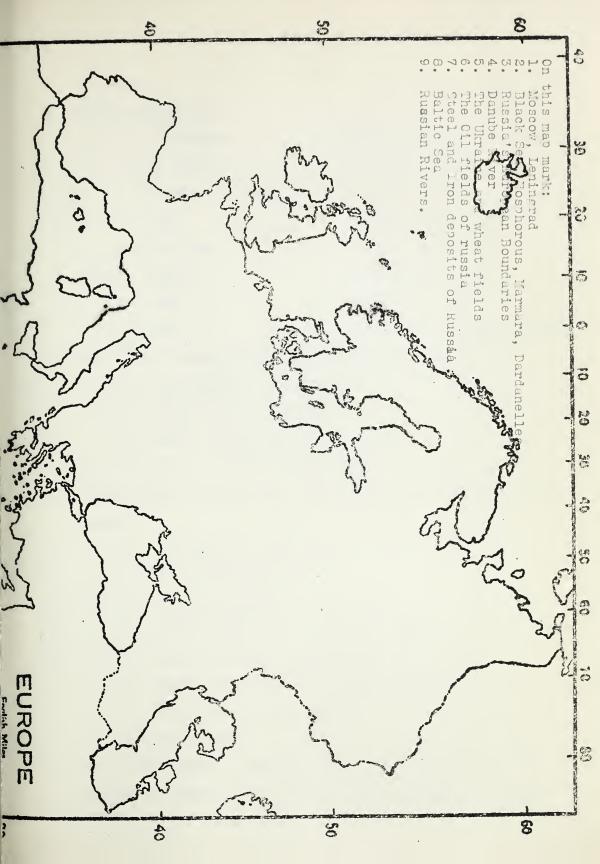
- 1. List ten methods by means of which the United States grew rich during the Great War.
- 2. Select the true statement:
  - War debts were loans made to combatant countries during the war.
  - 2. War debts were loans made to revive Europe after 1919.
- 3. Underline the statement most nearly correct - Reparations are:
  - 1. payments on war debts
  - 2. interest on loans
  - 3. goods destroyed in war
  - 4. payment for war destruction
- Place check mark beside correct statement 4.
  - "Shylock" was a term applied to Uncle Sam after the Great War because:
    - The United States collected 100% of war debts owing.
    - 2. Americans wouldn't trade with the world.
    - Americans were greedy and wanted a "pound of flesh".
    - 4. Americans wanted repayment of war loans.
- List five causes of unemployment in the United States after 5.

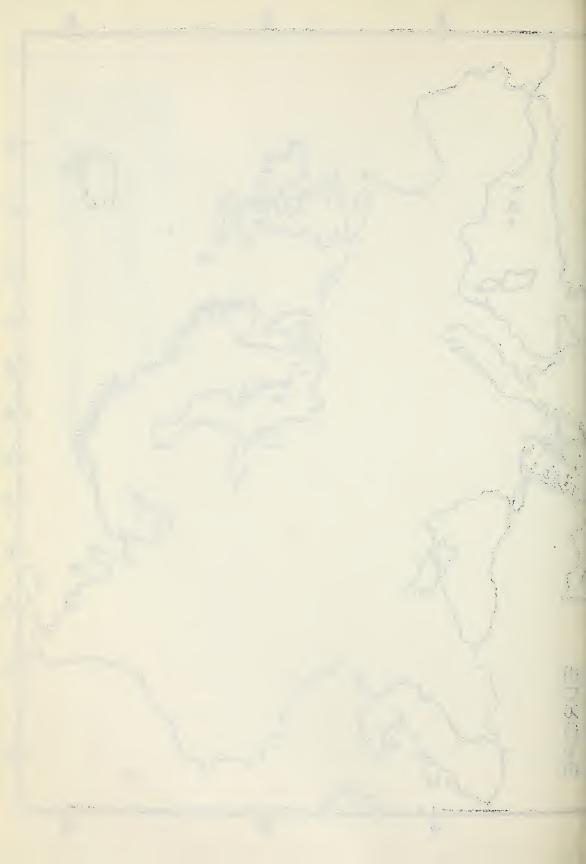
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Name all cities marked by a black spot and tell why or how each is important.



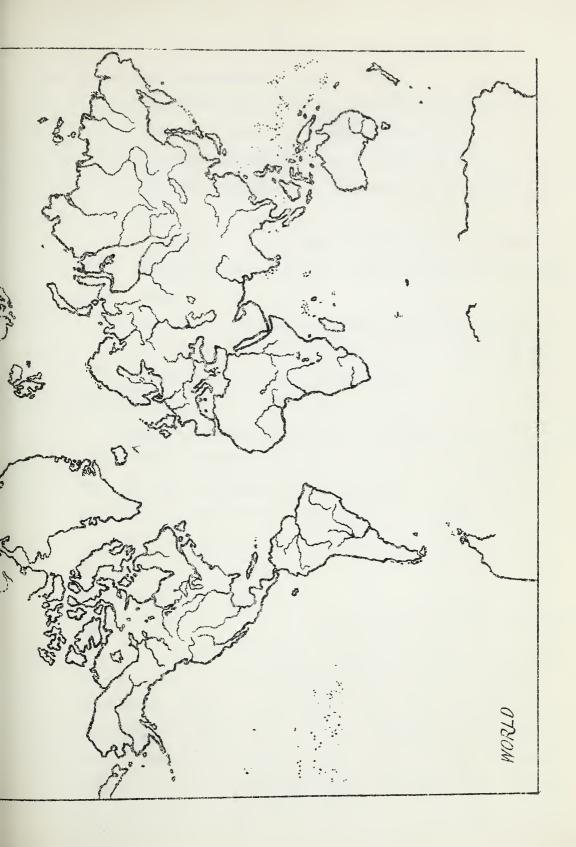


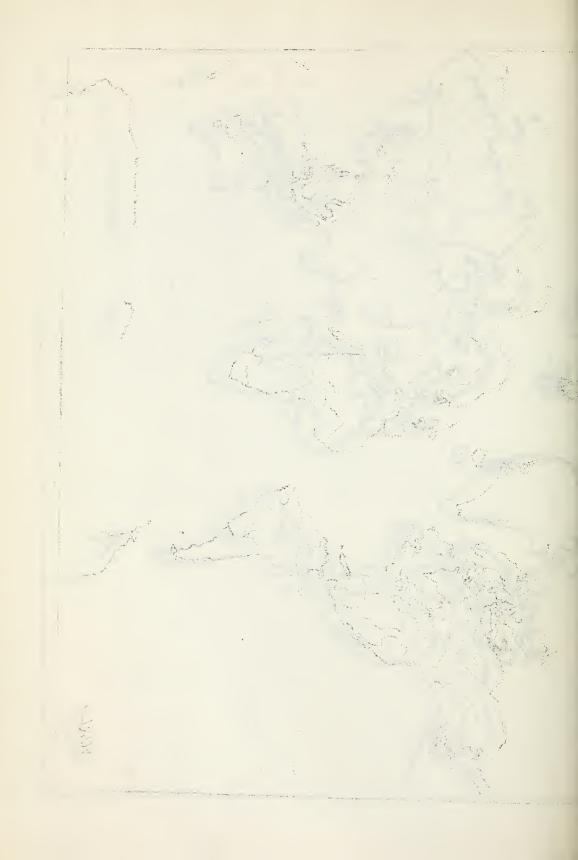


the war.

- 6. Match these lists:
  - a. koosevelt car manufacturer
  - b. Willkie President 1929
  - c. Hoover President 1927
  - d. Ford Republican Candidate
  - e. Coolidge successor to Wilson
  - f. Knudsen secretary of state
  - g. Harding President in 1933
  - h. Hull organizer of defense program
- 7. Mark true statements correct. The New Deal was:
  - a. a re-shuffle of the cards
  - b. an act to help bankers
  - c. social reform for common people
  - d. a plan to build Boulder Dam
- 8. Choose correct statements: The stock market crashed in 1929 because:
  - 1. the price of wheat fell
  - 2. Europe declared war
  - 3. Germany defaulted on her loans
  - 4. people feared the boom would break
  - 5. there was great unemployment
  - 6. Hoover didn't try to stop the crash
  - 7. there was too much money
  - 8. prices fell
- 9. Write a paragraph of ten lines favoring the New Deal. Write another paragraph of ten lines or less attacking the New Deal.

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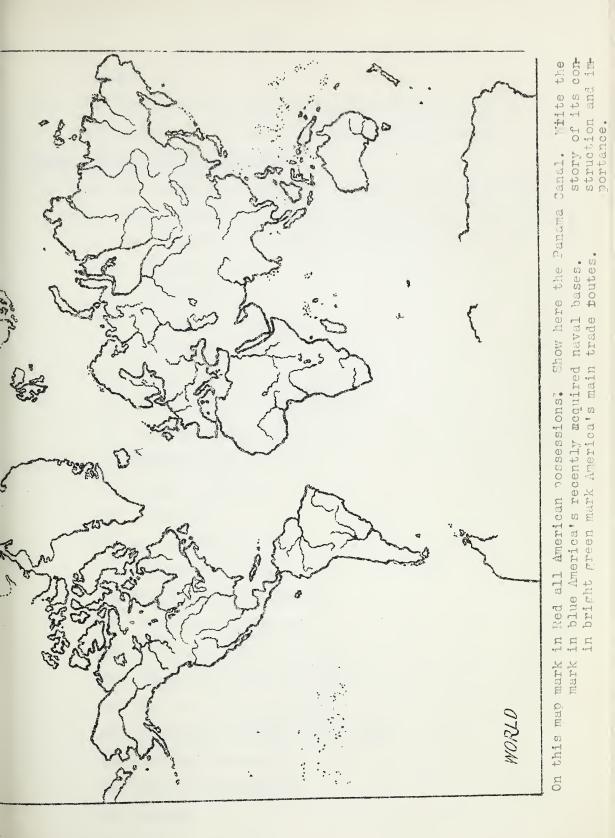
#### 10. Brand these statements as true or false:

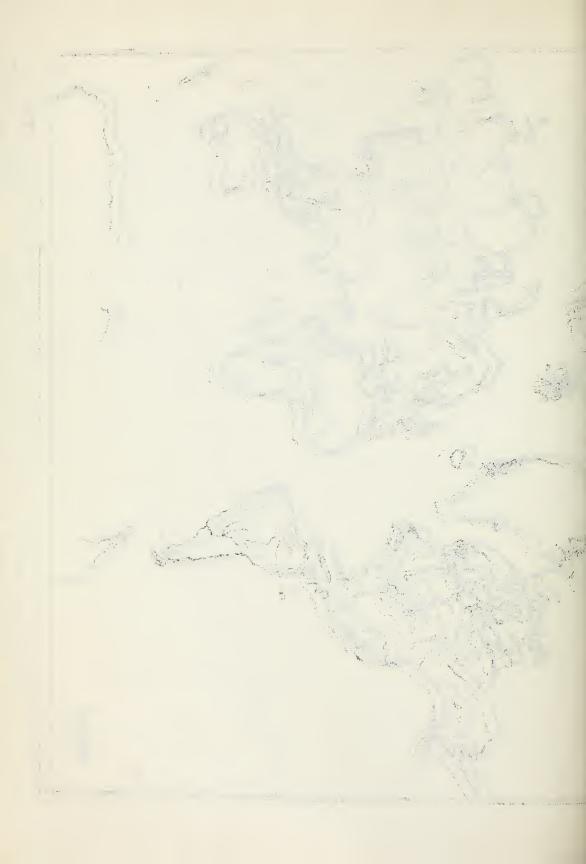
- a. The Blue Eagle stood for American readiness to cooperate to make the New Deal successful.
- b. Boulder Dam was built as a tourist centre.
- c. The New Deal tried to raise wages by a system of codes.
- d. The United States took President Woodrow Wilson's advice and received the League of Nations with open arms.
- e. The Monroe Doctrine guarantees safety to Canada.
- f. President Roosevelt was not the first American to receive three terms as President.

### 11. Fill in the blanks:

Franklin Roosevelt was born in the year at
He was educated at as a During
the last war he occupied a position as In the
elections of 1920 he ran as Democratic candidate for the
of the U.S.A. Later he was stricken with a dis-
ease called he
began to recover. At the of Georgia he re-
cuperated while In 1928 he was elected governor
of state. In November 1932 he was elec-
ted as of the United States, but he did not
take office until, 1933. He is very anxious for
his country to aid against the Dictator-
ships. Recently he traded fifty to Great Britain
for in the Atlantic. In 1940 he was elected
for a term. He is the American to be so

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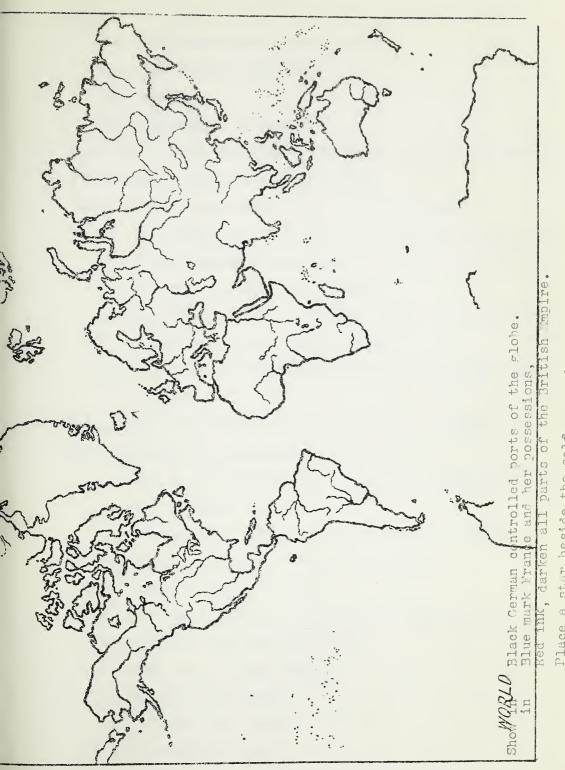
honered.

12. List the bases the United States has acquired in the Atlantic and tell how they will help to defend herself.

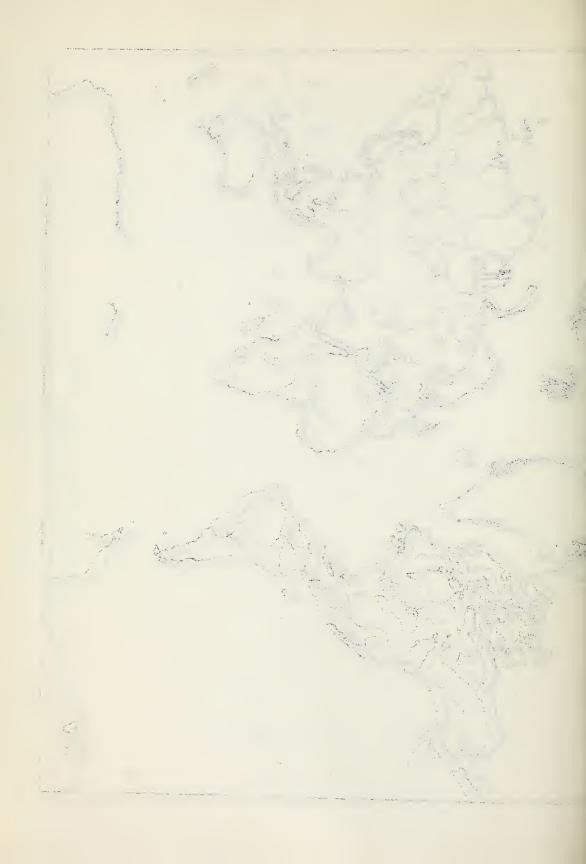
### Great Britain and World Affairs

- Chech your knowledge of Winston Churchill by marking with a check mark the individual events with which he was associated ed in the following list. Give his attitude toward each.
  - 1. The Boer War
  - 2. Mein Kampf
  - 3. The Munich Conference
  - 4. Spanish War in Cuba
  - 5. First Lord of the Admiralty
  - 6. Chancellor of the Exchequer
  - 7. Author of the World Crisis
  - 8. Frontier War in India
  - 9. Female suffrage
  - 10. Communism
  - 11. The General Strike
  - 12. The Regina riots
  - 13. The Invasion of Belgium
  - 14. Reynaud's resignation
  - 15. The Dardanelles campaign
  - 16. Execution of van der Lubbe
  - 17. The War of 1914 to 1918
  - 18. A traffic accident in New York
  - 19. Randolph Churchill
  - 20. Duke of Marlborough
  - 21. Oldham

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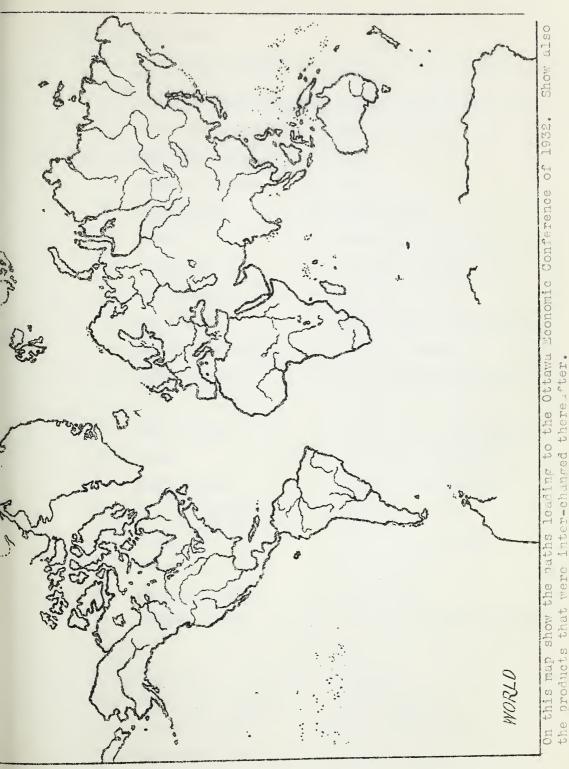


Place a star beside the self-foverning Dominions.

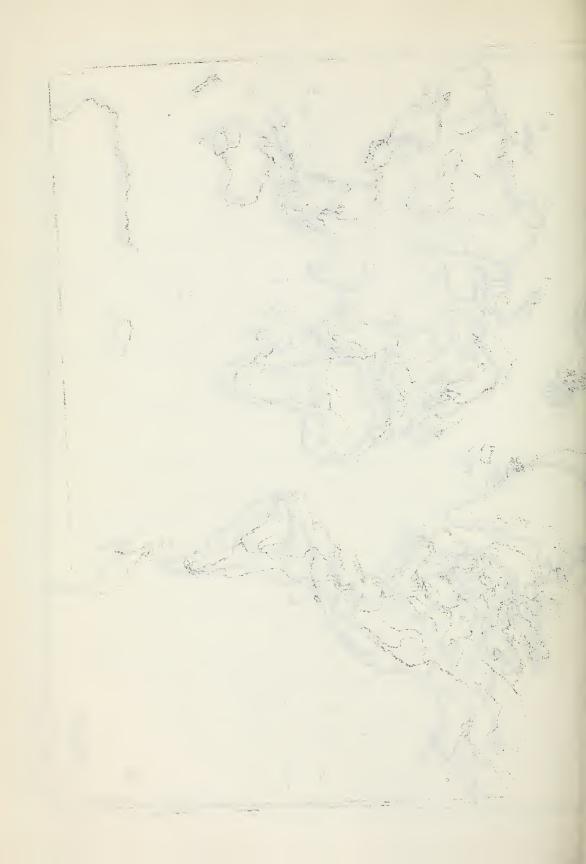


- 22. "This was their finest hour"
- 23. The Spanish Civil War
- 24. Dunkirk
- 25. The Murder of Matteoti
- 2. Check each of the items mentioned above and include them in a paragraph on Churchill's life story.
- 3. Check correct statements. Place an X on incorrect.
  - a. The Government of Britain is a democratic government.
  - b. A parliamentary government is headed by a dictator.
  - c. A premier chooses his cabinet.
  - d. A cabinet minister must have a seat in the House of Commons or in the House of Lords.
  - e. The House of Commons has more power than the House of Lords.
- 4. Which of the following statements could be included in an essay on post-war unemployment in Britain:
  - 1. The Americans gained Britain's markets while Britain was fighting for survival.
  - 2. The Japanese expanded their industrial output.
  - 3. The world system of trade broke down.
  - 4. Tariffs hindered trade.
  - 5. The World Economic Conference of 1933 crashed.
  - 6. Machines replaced hand labor.
  - 7. The people became flabby.
  - 8. There was no money.
  - 9. No goods were needed.
  - 10. Oil replaced coal.

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the products that were inter-changed thereafter.



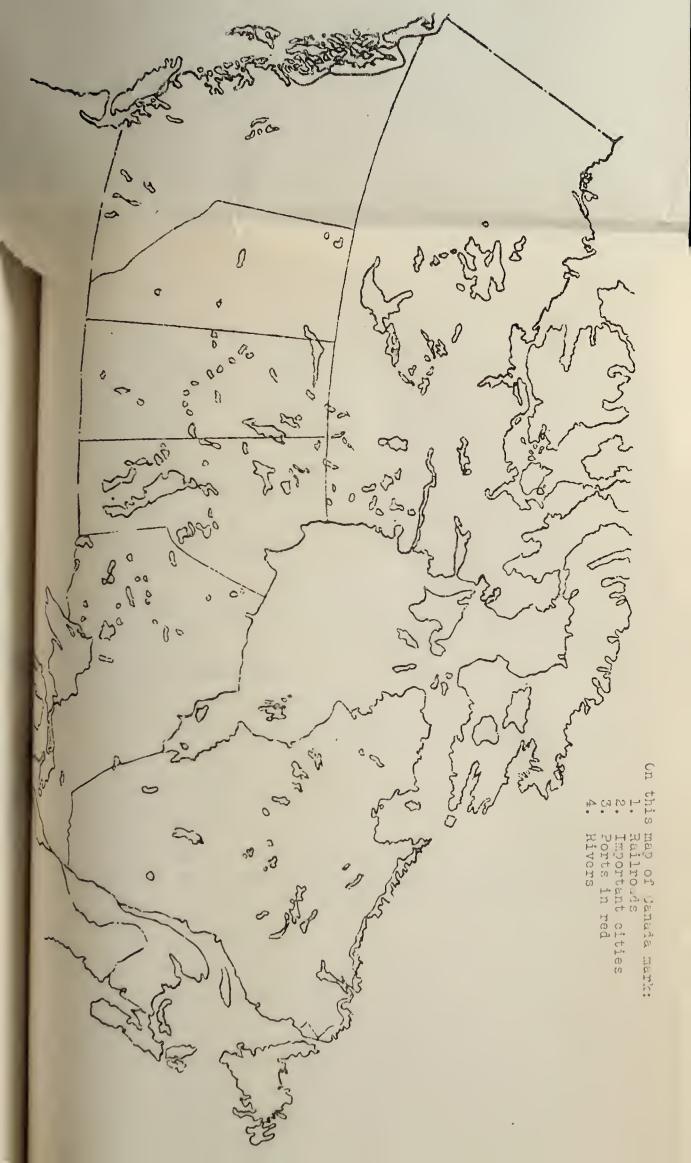
#### 5. Free Trade means:

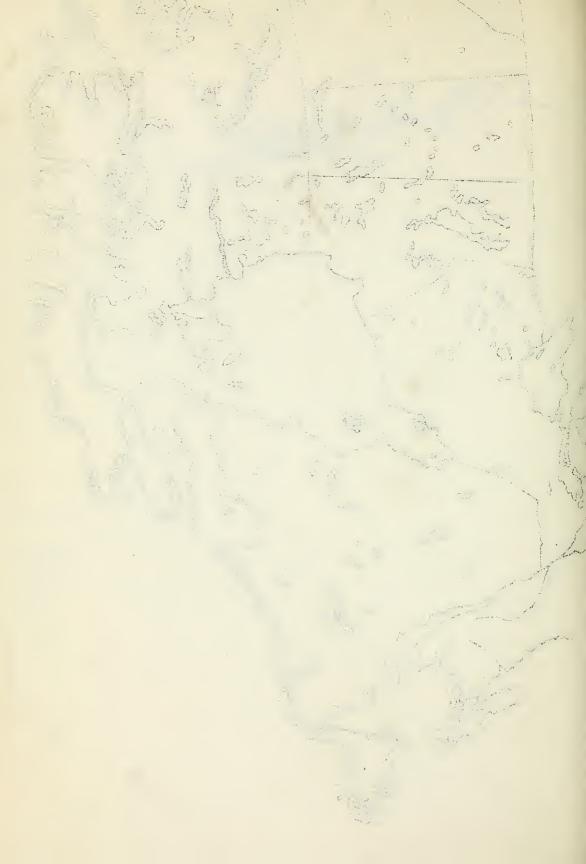
- to charge foreigners a tariff on their exports to us.
- 2. to allow goods entrance to our country duty free.
- 3. to charge no duty on Empire goods only.

### 6. Match these names with proper events:

- 1. Stanley Baldwin Libya
- 2. R.B.Bennett Anthony Eden
- 3. Bardia Ambassador to U.S.A.
- 4. Dunkerque Minister of Labor
- 5. Appeasement Submerged bombs
- 6. Air Blitz Ottawa Trade Agreements
- 7. Neville Henderson  $7\frac{3}{4}$  mile channel
- 8. Ernest Bevin Prime Minister of Great
  Britain
- 9. Lord Lothian Leader of the Free French
- 10. Mines Nationalist Government
- 11. Harry Lauder Leader of Labor Party
- 12. Neville Chamberlain Athenia
- 13. Royal Oak Treaty of Versailles
- 14. Godesburg T.H. Lawrence
- 15. Foreign Minister Labor Party
- 16. Clement Attlee British Ambassador to Germany
- 17. Churchill Aeroplane
- 18. Charles de Gaulle Czecho-Slovakia
- 19. Coventry Raids Munich Conference
- 20. Torpedoes Aircraft Carrier

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21.	Benes	-	France
22.	Gibralter	-	Chamberlain
23.	Lloyd George	-	London
24.	Snowdon	-	blackouts
25.	Lawrence of Arabia	-	Samuel Hoar

26. Herbert Morrison - Musical Comedian27. Taranto - Total air attack

28. Darkened lights - Labor chancellor of Exchequer

29. Ramsay McDonald - Attack on Italian Navy

30. Spitfire - Minister of Home Security

# France and World Events

Choose the correct statements:

- 1. When France surrendered to Germany in 1940 the Premier was:
  - a. Petain
  - b. Reynaud
  - c. Daladier
  - d. Laval
- 2. France, before the German conquest, had a Government that was:
  - a. Parliamentary
  - b. Dictatorial
  - c. constantly changing
  - d. stable
- 3. France now has a Government called:
  - a. Republican
  - b. Directory
  - c. Parliamentary

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- d. Autocratic
- e. servile puppets
- 4. Kussia broke her pre-war assistance pact with France be
  - a. she trusted Germany more
  - b. The Munich Conference
  - c. One nation joined the Axis
  - d. self-interest
  - e. fear of capitalism
- 5. To France the League of Nations meant:
  - a. World Peace
  - b. Security
  - c. Free Trade
  - d. Protection from the Germans
  - e. a debating society

## Canada and World Affairs

1. Fill in these blanks:

William Lyon Mackenzie King is .... of Canada. He is
the grandson of .... who took part in the ...
.... of 1837 in ..... From Osgoode Hall,
Mr. King graduated in Law. He was hired by the .... institute in the United States to explore labor troubles.
He became a labor-dispute conciliator for the Canadian Government. He was made Deputy Minister of .... in Lauriers
time. He studied at ..... in Germany and at ..... in
the United States. In ..... he was elected as leader of
the ..... party.

In the elections of ..... his party was successful at

the state of the second of the

polls and he, as leader of the official opposition became....
.... of Canada. In 1926 he attended the ..... Conference
in ..... and dined with King George V. In September, 1939
he invited Canada to join the war against Nazi Germany. He is
now credited with preparing for Canada's smooth entrance into
this war by arranging for the visit of the .... and .....
to Canada in ..... He is also praised for aiding Great Britain and the ..... to Understand each other. Since
1921 he has been premier for ..... years.

- 2. State whether following conditions are true or false:
  - a. The Statute of Westminster made Canada a free and equal partner in the British Commonwealth of Nations.
  - b. Canada is a colony
  - c. The depression came in 1929 because we had too much wheat.
  - d. R.B. Bennett was Premier of Canada from (1935 to 1940)
  - e. M.J. Coldwell in National leader of the C.C.F.
  - f. Canada maintains high tariffs against foreign goods.
  - g. The Ottawa Trade Agreements provided for the sale of Canadian bacon and wheat to England.
  - h. The Beauharnois Scandal concerned Mrs. Simpson and King Edward VIII.
  - i. No one was unemployed in Canada after 1933.
  - j. The Monroe Doctrine compels the United States to protect Canada from invasion.
  - k. President Koosevelt has pledged the United States to protect Canada from invasion.

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- 1. Wm. Aberhart is Premier of Alberta.
- m. Frederick Banting discovered insulin.
- n. "There will Always be an England" was written in Canada.



### PROBLEM TWO: Do this and Learn

## How the Environment Affects Living

l. Varied and extinsive natural resources can provide an abundant supply of food, clothing and shelter. People enjoying such plenty are said to have a high standard of living.

An Introduction to American Civilization (12-58) Van Loon's Geography (ch. 1)

2. Manufacturing industries provide employment in general.

World Wide Geographies VIII (208-223)

- 3. The natural resources of a country determine the type of occupation.
  - a. Fertile soil beckons the farmer.

The Cultivators (K.S.G.) ch. 6;9; 11;12.

At Work in Britain (ch.3-9)

World Wide Geographies VIII (ch. 7)

Economic Geography (ch. 26) - (182-183) -(250-255)

b. Coal deposits encourage men to enter the pit.

At Work in Britain (ch. 10,11,12) Social Studies for Canadians (ch. 3) World Wide Geographies (179-190) - (256-257) Miners and Manufacturers (ch. 6) Economic Geography (ch. 25,31)

c. Iron ore deposits supply a need for steel workers.

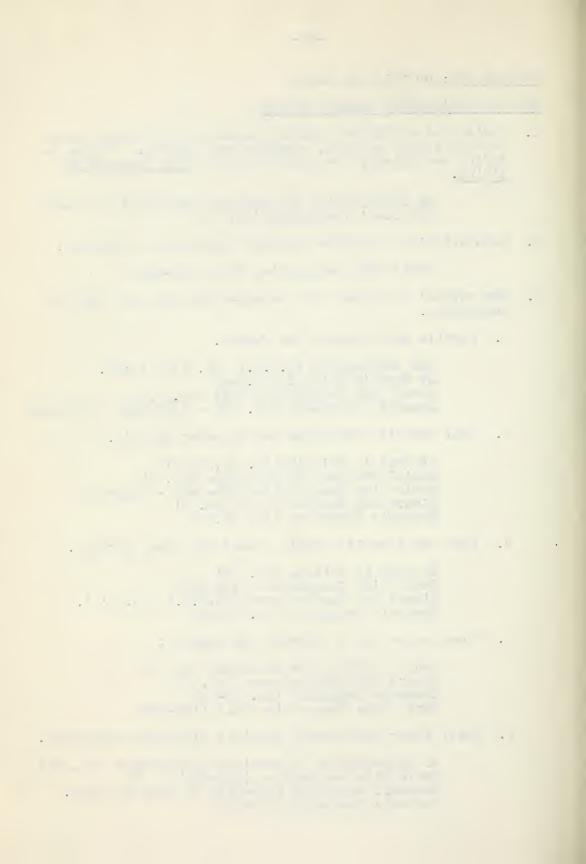
At Work in Britain (ch. 13)
World Wide Geographies (258-261)
Miners and Manufacturers (K.S.G.) ch. 5; 7.
Economic Geography (ch. 30;33)

d. Forests are cut by Sawyers and loggers.

Social Studies for Canadians (ch. 4) Miners and Manufacturers (ch. 16) Economic Geography (ch. 22-23) World Wide Geographies VIII (133-149)

e. Water Power Development requires electrical engineers.

An Introduction to American Civilization (ch. 10) World Wide Geographies (200-206) Economic Geography (312-314) re zinc and lead. Economic Geography (306-309)



el. The existence of clay provides the basis of the pottery industry.

World Wide Geographies (266-267) At Work in Britain (ch. 17)

e2. The glass industry is based on sand and coal.

World Wide Geographies (267-268)

f. Lakes, rivers and oceans provide the basis for the fisherman's livelihood.

> At Work in Britain (ch. 1-2) Economic Geography (29-56) A World Geography for Canadian Schools (49-52) World Wide Geographies (113-133)

- 4. The climate of a region may determine the occupations of the people.
  - a. In Malaya the climate favors rubber growing.

Economic Geography (136-140) The Cultivators (ch. 17) World Wide Geographies (158-167) Economic Geography (136-140)

b. In the Southern United States the climate favors the growth of cotton.

World Wide Geographies (150-157) Economic Geography (382-387) Our Country Past and Present (257-259)

c. The grazing fields of South America encourage ranching as an occupation.

World Wide Geographies - Stembridge VIII (58-61)

d. Paper-making as an occupation is possible where the climate permits the growth of pulp-trees.

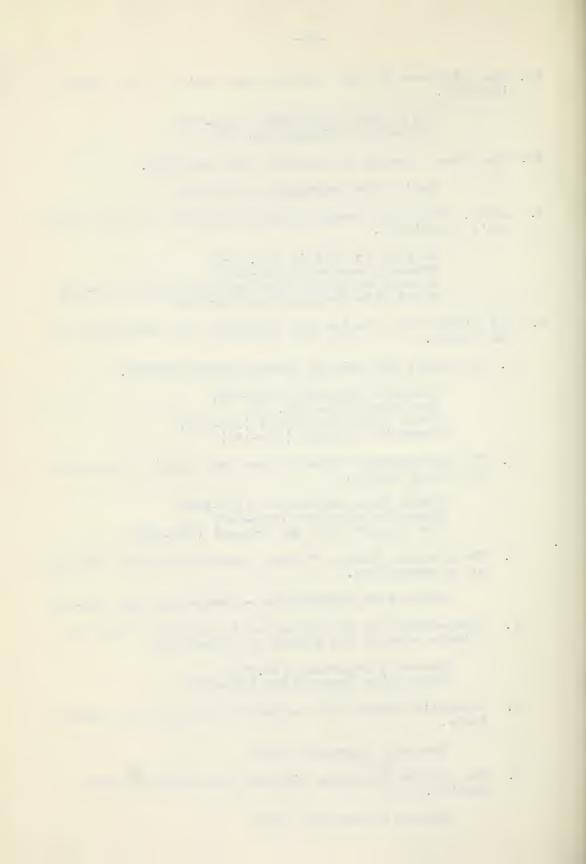
Economic Geography (ch.23)
World Wide Geographies (269-270)

e. Formosa's climate has helped to establish the camphor trade.

Economic Geography (248)

f. The quinine producing Cinchona tree grows in South America.

Economic Geography (248)



g. Argentine grows the Quebracho tree from which tannin is extracted.

Economic Geography (248-249) World Wide Geographies (268)

h. The Western Mediterranean harbors the cork industry.

Economic Geography (250-251)

i. Tropical forests supply mahogany.

Economic Geography (243)

j. The Toquilla fibre supplies material for "Panama hats"

Economic Geography (242)

k. Banana culture is greatest in the climate of the Carlbbean sea.

Economic Geography (114-119)
The Cultivators (ch. 14)

1. Coffee is grown in Brazil.

Economic Geography (124-130)
The Cultivators (ch. 18)

m. Sugar cane is grown in Cuba.

The Cultivators (ch. 19) Economic Geography (106-113)

n. The climate of western England has located Britain's textile industry about Manchester.

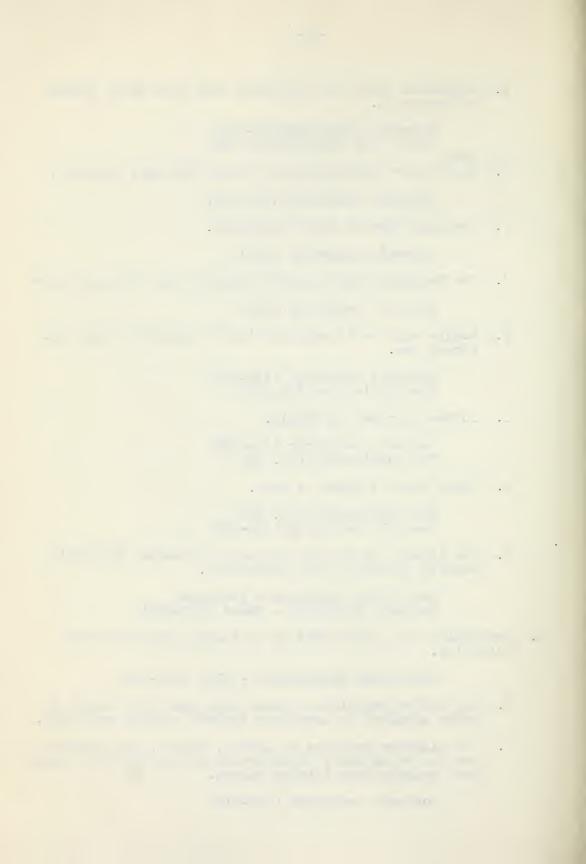
World Wide Geographies (261-266) Economic Geography - James (388-392)

5. Occupations are influenced by available transportation facilities.

World Wide Geographies - VIII (224-247)

- a. The Radium deposits of Great Bear Lake were opened up after advances in aeroplane freight hauling were made.
- b. The aluminum industry at Arvida, Quebec, was possible because of adequate transportation facilities to transport bauxite from British Guiana.

Economic Geography (314-315)



c. Fresh Australian mutton was available to the British householder when refrigeration steamships were perfected.

> World Wide Geographies - VIII (238) - (61-64) The Modern World (116)

d. The Dates of Arabia are shipped abroad after being transported via the camel.

The Cultivators (K.S.G.) ch. 14 Social Studies for Canadians (ch. 7)

- 6. Occupations are determined by location.
  - a. Coastal people become sailors and fishermen.

Economic Geography (137-145) - (ch. 4)

b. Mountain people make their living in many ways.

Social Studies for Canadians (ch. 10)

c. The Grand Banks of Newfoundland have beckoned the coastal people of Eastern Canada.

> Social Studies for Canadians (ch. 2 &17) A World Geography for Canadian Schools (128-131)

d. Tin miners work in South Eastern Asia.

Miners and Manufacturers (ch. 4) Economic Geography (309-311)

e. Oil workers find employment where nature has deposited oil forming plants.

Economic Geography (ch. 28)
World Wide Geographies (193-200)

f. Packing plant employees usually find employment in the heart of a cattle-grazing region.

Economic Geography (ch. 35)

g. The occupation of conserving forests is plied in forest areas.

Economic Geography (ch. 24)-(259-266)

gl. Asbestos provides work for many people.

Mining of Asbestos

 h. Turpentine distilleries are located where resinous pine trees abound.

Economic Geography (246-248)

1. The jute and hemp industries get raw materials from the monsoon areas of the globe.

Economic Geography (154-157)

j. Rice growing is confined to monsoon regions.

Economic Geography (145-149) The Cultivators (ch. 5& 6)

k. Various conditions determine the location of textile factories.

Economic Geography (381-399)
Miners and Manufacturers (ch. 12, 13, 14)

 The manufacture of machines and machine tools provides skilled occupations.

> Economic Geography (369-371) Economic Geography (315-316) re alloys needed.

m. The automobile industry provides work for hundreds of thousands.

Economic Geography (358-362)
Miners and Manufacturers (ch. 8)

n. Commerce provides many occupations.

At Work in Britain (ch. 19) World Wide Geographies (273-286) Economic Geography (ch. 33; 37)

o. Shipbuilding employs steel workers.

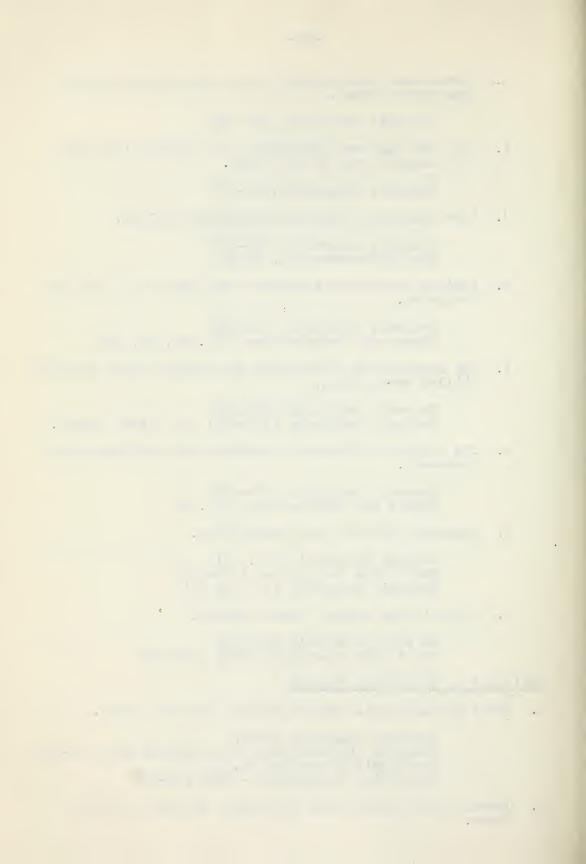
At Work in Britain (ch. 18)
World Wide Geographies VIII (259-260)

# Influence of Geographic Factors

1. World population is located chiefly in three areas.

Economic Geography (3-37) Changing Civilizations in the Modern World (3-180 Van Loon's Geography (ch. 1) World Wide Geographies - VIII (13-37)

2. Geographical factors have produced a variety of racial types.



Outline of History (ch. 11) The World of Today (9-25)

3. The water masses surpass the land masses of our globe.

Van Loon's Geography (ch. 3-p.505)
A World Geography for Canadian Schools (21-29)

4. North America is a natural Economic Unit.

Van Loon's Geography (ch. 46) A World Geography for Canadian Schools (ch.7,8,9 & 1-6) Our World Today - Stull & Hatch (29-50)-(515-682)

5. Despite the jungle region of the Amazon and the mountainous barriers of the Andes, South America produces abundance.

Our World Today (430-513)
Social Studies for Canadians (ch. 6)
Van Loon's Geography (ch. 46)
A World Geography for Canadian Schools (ch. 10)

6. Despite the great deserts and swamps Africa has rich supplies of minerals and foods.

Van Loon's Geography (45) A World Geography for Canadian Schools (18) Our World Today (101-130)

7. Asia possesses enormous supplies of unexploited resources.

Van Loon's Geography (ch. 30-41) A World Geography (ch. 15,17,16) Our World Today (75-101) - (371-429) Changing Governments and Changing Cultures (ch.19)

8. Australia has a vast uninhabitable interior.

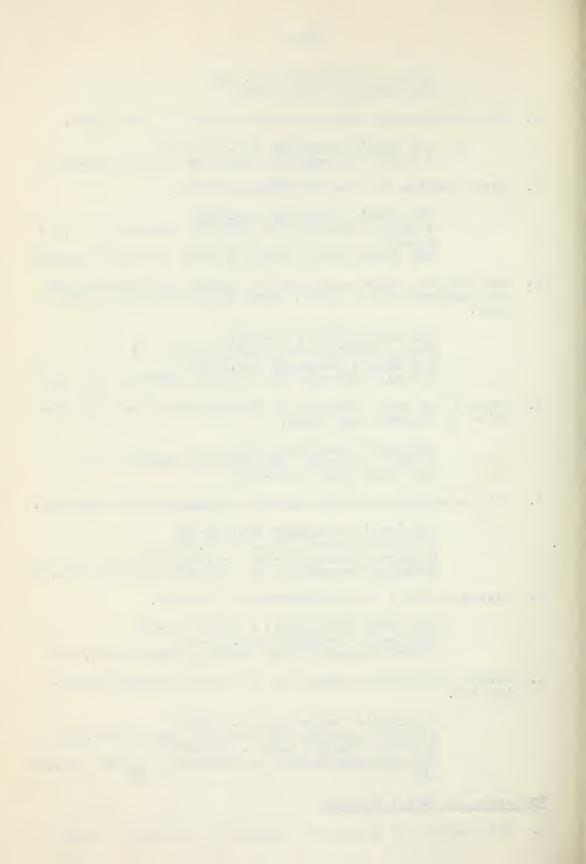
Our World Today-Stull & Hatch (50-75) Van Loon's Geography (ch. 42-44) A World Geography for Canadian Schools (ch. 19)

9. Europe is both the cradle and the grave of modern civilization.

Van Loon's Geography (ch. 7,29) A World Geography for Canadian Schools (ch.19) Our World Today (7-28) - (331-371) Changing Governments and Changing Cultures (ch.10-14)

# Influence of Social Factors

1. The standard of living of a people is measured by their



supply of food, clothing, shelter and that class of articles now, or formerly known as luxuries.

An Introduction to American Civilization (ch.2 p. 193-194)
The World of Today (1-6)

2. In the United States and Canada the average living condition is described as high. To this description there are many individual exceptions.

An Introduction to American Civlization - Rugg (ch.2;28)

3. In China the standard of living is low because the people have despised to harness machinery to the task of converting to consumer goods, vast natural resources.

Whither Mankind (ch. 1) Changing Governments and Changing Cultures (541-545)

4. In Spain the standard of living is low.

Days of Our Years (ch. 9) Inside Europe (ch. 12) The Post War World (106-107)

5. Within any one country conditions may vary from the gold plate of the king's palace to the vermin infested squalor of the morgue feeding slums in a large city.

Calgary Herald (Nove. 29, 1940) Social Planning for Canada (22-30) Social Credit - Douglas (120-128)

6. Ambitious leaders often goad hungry populations into war, dangling before their eyes the prospect of raw materials and markets and higher standards of living.

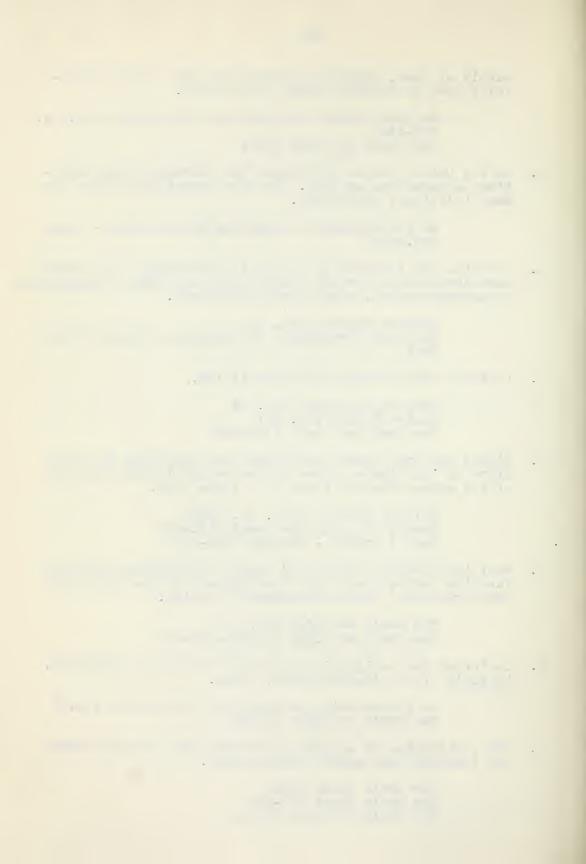
The World of Today (pt. 7)
The World of Today (28-32)-(35-40)

7. In former days emigration provided the key to congestion. it could if the leaders would, today.

An Introduction to American Civilization (ch.5) The World of Today (28-32)

8, The application of science to develop new areas for homes has increased the worlds living space.

Our World today (232) The World Today (32-34) The Boulder Canyon Project



9. Nature has supplied peace and abundance for all. Our trouble is: Man has thwarted nature.

Van Loon's Geography (ch.1; 47) Social Credit - Douglas (ch 2)



### Problem Two - Social Studies Activity

#### How the Environment Affects Living

- 1. List carefully under these headings what a person must have to be considered among those who enjoy a high standard of living:
  - 1. food
- 3. shelter
- 2. clothing 4. modern appliances
- Which of the following articles are luxuries and which are 2. necessities for a home where the income is \$150.00 per month.

radio mix-master

\$200 bed-room suite car

chesterfield electric sewing machine

full length mirror a \$12.00 crib

porcelain bath tub furnace

air conditioner refrigerator

ice-box \$100 engagement ring

washing machine Wash bowl in bedroom

moving picture camera

- 3. What type of soil is required for each of these products:
  - 1. wheat
- 4. bananas
- 2. cotton
- 5. oranges
- 3. potatoes
- 6. strawberries
- Draw a picture of a coal mine for your personal note book. 4. Print on it the name of each necessary part. Draw a map of the world and on it mark the world's coal deposits. What is anthracite coal? Where is it found?
- 5. On a map of the world, show there iron ore fields:

- 1. Mesabi Range of Minnesota
- 2. Kiruna, Sweden
- 3. Lorraine in France or Germany
- 4. Bilbao, Spain
- 6. Where are these trees found?

spruce hemlock
fir banana
tamarac cinchona
oak quebracho

maple mahogany

- 7. Why are the Kiruna mines of Sweden able to sell iron ore so cheaply? What per cent of Kiruna iron ore is iron? Who buys Sweden's surplus? How does Sweden ship her iron ore to its market? What makes iron ore from Lorraine so expensive? What body of water is used to transport Minnesota's iron ore to the great factories of Detroit?
- 8. Where is Canada's rather meagre iron ore deposit located?
  Why is this deposit scarcely touched? Where does the Algoma Steel Company of Saulte Ste. Marie get iron ore?
  Where do the plants of the Dominion Steel Company at Sydney get iron ore? Do you expect Canada may eventually repair her deficiency as an industrial nation due to the lack of abundant accessible, rich iron ore?
- Draw a map of Canada. On it mark Canada's iron and coal deposits.
- 10. Where are Canada's forest areas located?
- 11. From what Canadian tree is each of the following products
   made:

.  shingles quarter round

hardwood flooring7 shiplap

window frames drop siding

bevel siding finishing material

12. In the language of the lumber camp what is meant by:

gang saws high rigger

band saw carriage

slab jack checker

fireman

13. List the many means Canadians use to get logs from the forest to the mill.

- 14. List ten steps in the manufacture of paper from wood pulp.

  Why is a paper factory usually located on a river?
- 15. Draw a sketch of the story of the production of electrical power from mountain stream to the consumer. Use

  Ghost River dam as an example. Show the complete story
  from Ghost River to Edmonton. What do these terms mean:

Transformer head

pressure meter

watt turbine

generator spillway

- 16. Where is Alberta's pottery industry located? What types of pottery are manufactured in Alberta? What other products are manufactured in connection with the pottery plant in Southern Alberta?
- 17. Who was Josiah Wedgewood? For What was he famous? Where are England's pottery industries now located?
- 18. Write a paragraph entitled "the Making of Glass".

#### Climate and Occupations

What product is associated with each of these climates?
Where is each product to be found?

#### Climate type I

- 1. intense warmth
- 2. abundant moisture
- 3. even temperatures of 75 to 85 degrees
- 4. monthly rainfall of at least 5 inches
- 5. little wind
- 6. relative humidity 75% to 80%
- 7. yearly rainfall 75 to 120 inches.

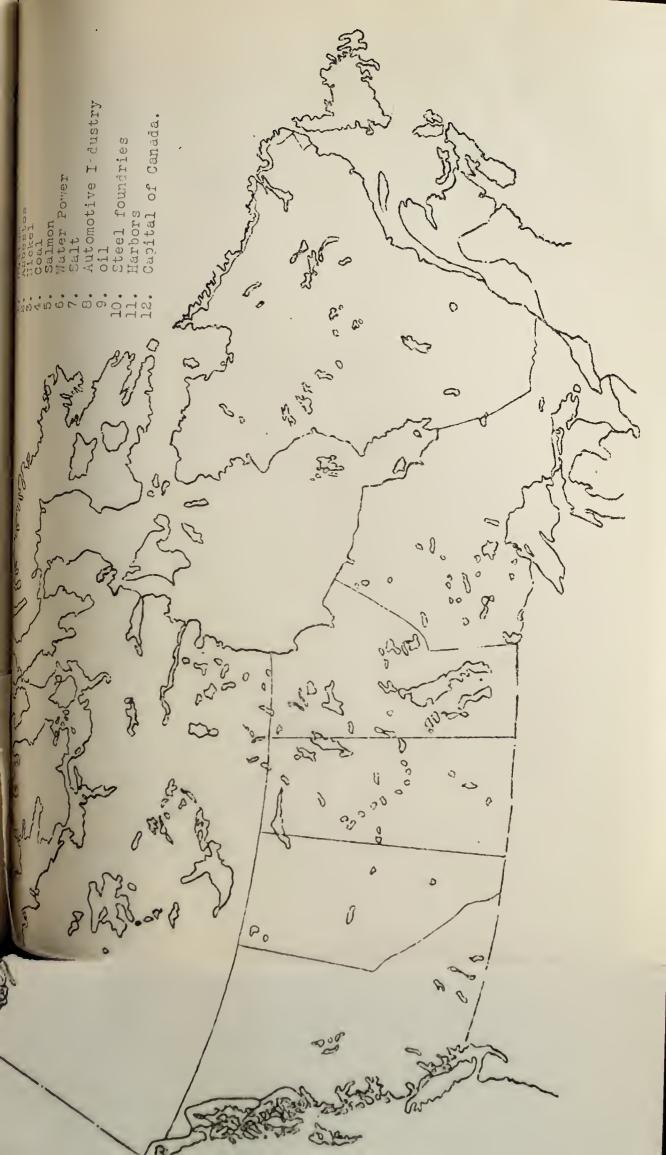
#### Climate Type II

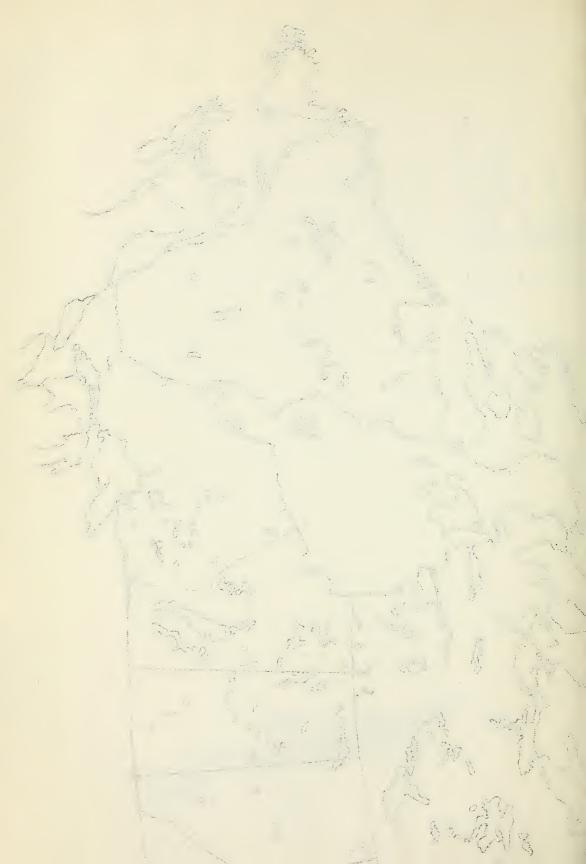
- 1. high temperatures
- 2. intense sunlight
- 3. rainfall more than 70 inches
- 4. freedom from wind storms
- 5. near the equator less than 10 degrees from it.
- 6. rainy lowland

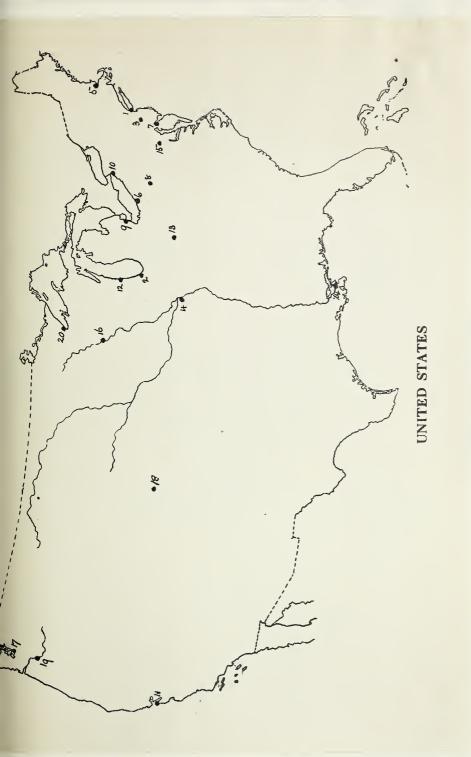
## Climate type III

- 1. near margin of tropics
- 2. moderate temperature
- 3. 45 to 60 inches of rain
- 4. 3 of rainfall October to March
- 5. showers every month
- 6. no prolonged drought
- 7. heavy shower type of rainfall
- 8. dry sunhy season-April to September

. T ... 

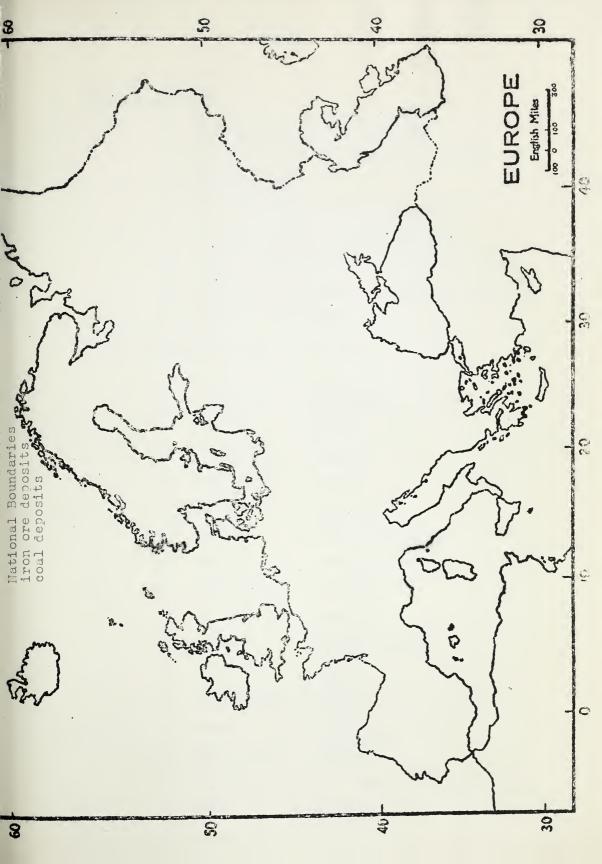






On this map of the United States show iron ore deposits and routes of movement of iron ore to industrial centres.







# Climate type IV

- 1. hot days and nights in summer
- 2. plentiful rain of thundershower type
- 3. rain at night
- 4. hot dry spells to kill boll-weevil
- 5. growing season at least 200 days
- 6. summer temperature at least 77 degrees F.
- 7. minimum of 18 inches of rainfall annually
- 8. autumn rains seldom
- 2. Match these products and countries:

a. camphor Colombia

b. quinine tannin

c. quebracho Panama

d. toquilla Santos

e. mahogany Port Hope

f. coffee British Honduras

g. bananas Dominican Republic

h. pitchblende Australia

i. mutton gasoline

j. crude oil British Guiana

k. Arabia radium

1. Arvida Quebec dates

m. cancer bauxite

n. water power Formosa

o. refrigerated ships Great Bear Lake

p. Brazil Canada

q. Turner Valley Argentine

#### Cinchona d'azenda r.

- What products grow under these conditions:
- Type 1. a. thundershower rain, at night
  - b. hot weather
  - warm nights С.
  - no early frost d.
  - fertile, alluvial river bottom soils e.
  - black prairie soils f.
  - minimum rainfall of 20 inches g.
- fertile, dark colored, fine textured loamy Type 11. a. soil
  - high summer temperatures b .
  - comparatively low rainfall С.
- Type 111. relatively cool climate a.
  - not too much moisture b.
  - fertile soil C.
- Type IV. planted in February or March a.
  - harvest 11 to 12 months later b.
  - C. 10 - 18 months to reach maturity
  - no frosts d.
  - abundant rain April to November 45 ins. minimum
  - ſ. dry December to March
  - fertile red clay soil g.
- hilly or mountainous lands Type V. a.
  - b. excellent soil drainage
  - very heavy rainfall evenly distributed throughout long, hot summer.

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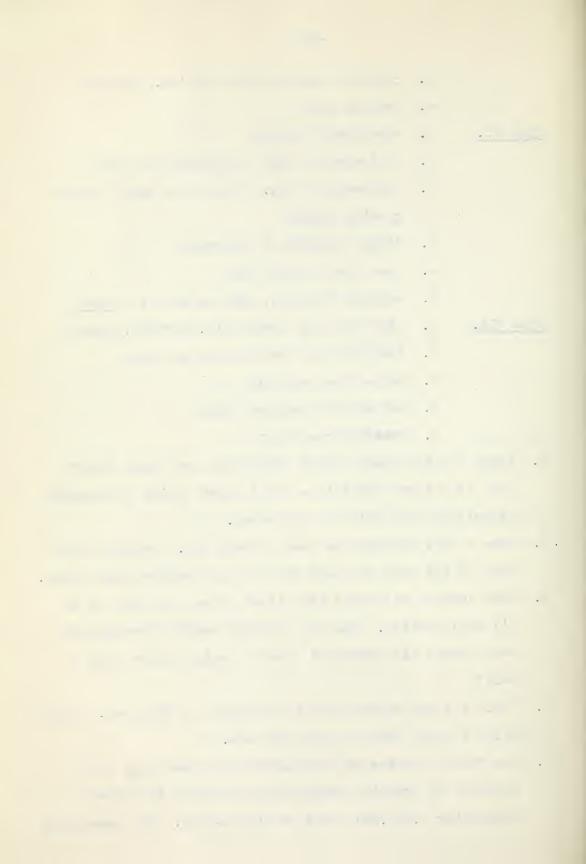
- d. rainfall greater than 100 ins. per year
  - e. fertile soil

# Type VI. a. warm humid climate

- b. 50 inches of rain as minimum per year
- c. minimum of 5 ins. of rain per month during growing season
- d. fields flooded at intervals
  - e. loam over a heavy clay
  - f. coastal lowlands, such as deltas ideal

# Type VII. a. rich black or brown soil, fertile, humus

- b. low rainfall 15-25 inches per year
- c. rains June and July
- d. wet weather produces rust
  - e. freedom from frost
- 4. Where are the Grand Banks? What fish are found there?
  What is a dory? What is a trawl line? Write a paragraph describing the perils of fishermen.
- 5. Make a list showing the uses of real tin. Remember that many of the cans you call tin cans are really sheet steel.
- 6. What does an oil drill look like? Draw a picture of an oil well derrick. What is a "rough neck"? How does oil well casing fit together? How is casing pulled from a well?
- 7. Visit a large packing plant in Calgary or Edmonton. Later write a brief story of what you saw.
- 8. The forest reserve on "Vinlando" is in need of a chief forester to organize conservation measures in a forest containing 2,000,000 acres of timber-land. The Government



of Vinlando wants a forest chief who knows every angle of conservation work:

- a. Write a letter to the Government of Vinlando outlining carefully every precaution and each undertaking necessary to promote the welfare of their forest reserve.
- b. There are careless individuals near the Vinlando Forest Reserve. What steps will you take to persuade them not to destroy their own forest area?
- c. Plan a poster persuading campers not to be careless in their own forest. Make it colorful, persuasive, tactful.
- 9. List 10 uses of Asbestos.
- 10. What products do we get from:

1. jute

2. hemp

3. pine trees containin resin

4. blood from packing plants 10. fazenda

slag from lead refineries

6. crude oil

cessful?

7. bauxite

8. cane

9. cinchona

11. Send to Eldorado Radium Co., Toronto, Ontario for a pamphlet describing the production of radium. Read the story of Canada's pitchblende deposits on Great Bear Lake. Write a paragraph outlining the labors of Madame and Pierre Curie to find a cure for cancer. What does cancer do the afflicted parts of the body? Is radium treatment always successful? When is radium treatment of cancer most suc-

. · · . . \* 

### 12. Fill in the blanks:

Linen is made from ...... The ..... is cut and dried. Later it is stamped into ...... hole. It is kept there for ...... days. It is taken out and allowed to dry. Then the ...... parts are scraped off in a sort of grinding machine. The remaining parts are ...... from which cloth is made. Linen is bleached by leaving it in the ..... stretched on the ...... for several days.

- 13. Compare these facts re the "Queen Mary" ship with Robert Fulton's first steamboat.
  - 1. kitchen stove 16 feet long electric
  - 2. meals 10,000 per day
  - 3. menu for a voyage 40,000 lbs of meat

4.000 chickens

40,000 lbs of fish

70,000 eggs

4,000 lbs. of tea and

coffee

60,000 lbs of potatoes

10,000 bottles of wine

60,000 bottles of mineral

water

40,000 lbs of vegetables

4,000 gals. of milk

6,000 lbs. of butter

10,000 lbs. of sugar

600 crates of apples

-- \*\* (4.).. 

and oranges

games

2,000 lbs. of cheese

40,000 bottles of beer.

# Dimensions of the Queen Mary:

Tonnage 80,773 tons clocks 596

Length 1,018 feet prints own daily paper

Height 135 feet two acres of space for

Ht. Keel to masthead 234 feet

Horse power 200,000 speed 37 miles per hour

Cost \$30,000,000 4,000 miles of electric

Crew 1,050 wiring

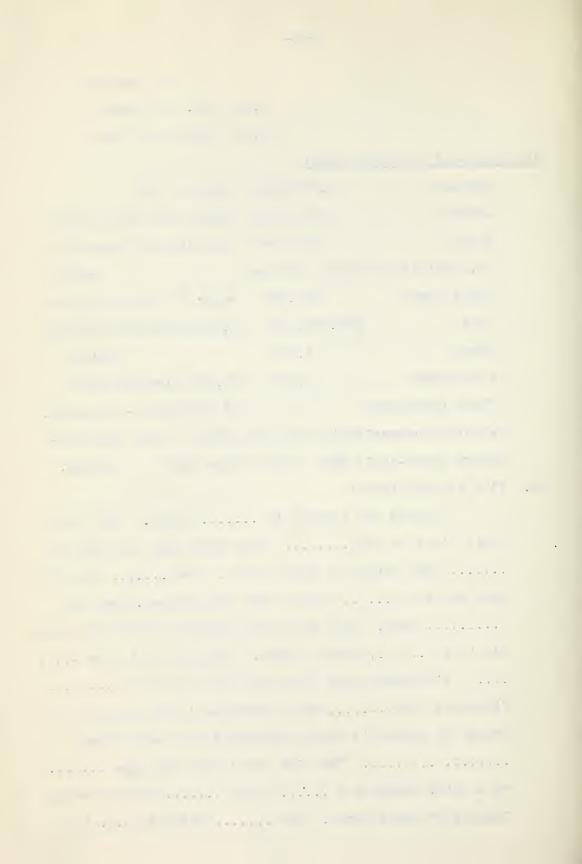
Passengers 2,000 30,000 electric lamps

Three Orchestras 24 lifeboats - capacity,

Telephone communication with the world each 145 pass-Return fares-cabin \$500 third class \$165 engers.

#### 14. Fill in the blanks:

Salmon are hatched in ..... water. They spend their lives in the ...... When they feel the urge to ..... they return to fresh water. The ..... lays the eggs and the ..... covers them with gravel. Then the ..... dies. When the young salmon is about two years old it is ..... inches longs. They go out to the ..... Fishermen catch them when they return to ..... Fishermen use ...... nets suspended in the water, A school of salmon is often surrounded by a net called a ...... The fish are loaded into the ..... of a shipm taken to a ..... to be ..... without being touched by human hands. The ..... river in B.C. is



noted for its salmon. At .... B.C. the fishing industry has gained an extensive foothold.

- 15. List 10 products made by the inhabitants of the mountains of Switzerland and show how each product is made as a direct result of living in a mountainous area.
- 16. In Arabia one third of the surface is covered with .....
  the wind has piled it up in ...... At mid-day the heat
  of the .... on the head and the ..... on the feet is
  terrific. Sometimes desert storms called ..... bring
  death to the weak.

In Arabia cloth is made from ..... hair. Arab women have no home life and are very ..... The Camel is the Arab's finest friend because:

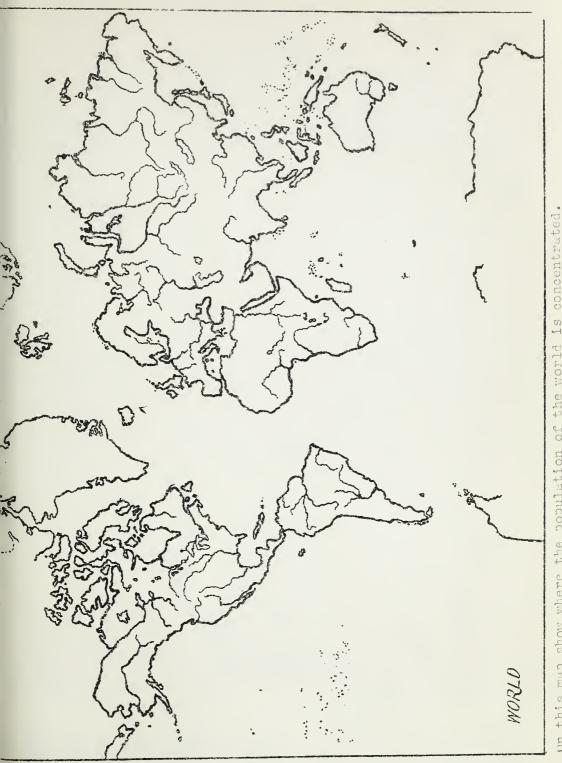
- $(1) \qquad (4)$
- (2) (5)

(3)

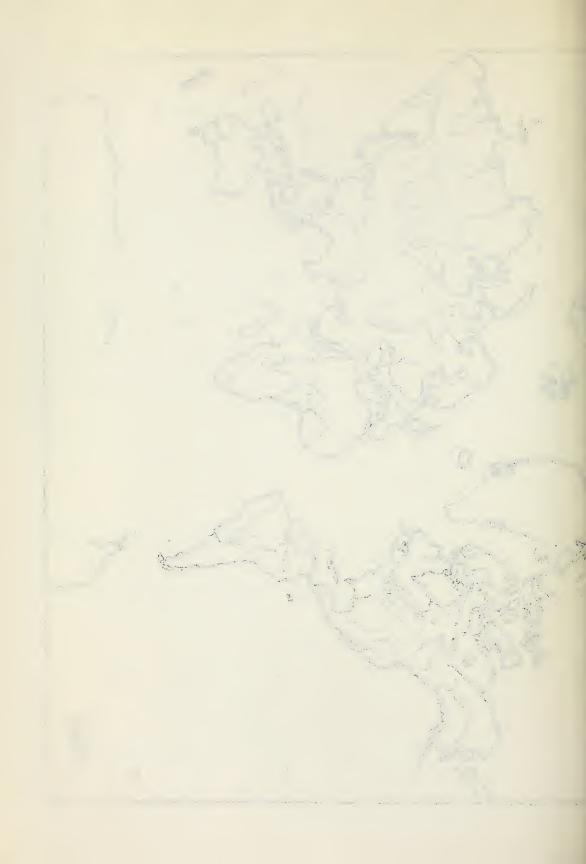
When a camell gets sick the ..... eat it. Some meat they preserve by ..... it. Arabs do not drink whiskey but ..... is their national beverage. Life is very severe and even ..... women are ..... when they reach thirty years of age.

Arabs have a high sense of ...... They never ...... clothing or food left by someone else. When all are thirsty the first arriving at an ..... wait without drinking until all arrive to share equally the .....;

. . .....



is concentrated. on this map show where the population of the world

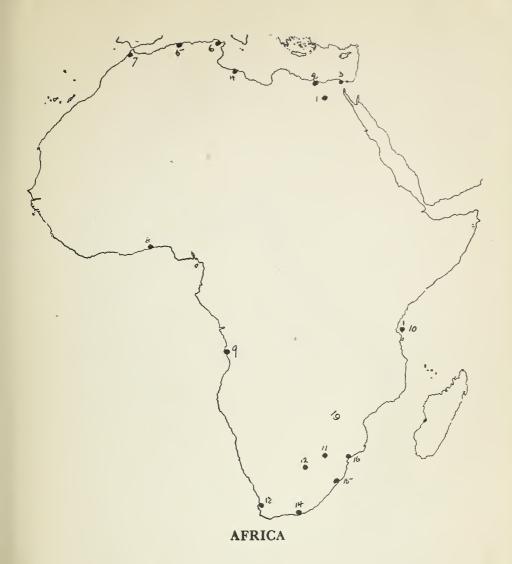




On this map of South America Show

1. Coffee area, Santos 5. Grazing lands 9. Montevide
2. Amazon 6. political divisions 10. Santiago 9. Montevideo 3. salt deposits 7. 11. Lima Panama Canal 41 Buenos Aires 8. British Cuiana Trinidad and pitch 12. 14. wheat fields 13. rubber areas





On this map of Africa show:

Suez Canal

2. Johannesburg
3. Dakor
4. St. of Gibraltar
5. Mediterranean Sea

6. Red Sea

Nile, Niger, Zambesi, Congo

8. Belgian conga & rubber

Gold Coast and Cocoa Kimberley 9.

10.

11. Orange Groves of the Union

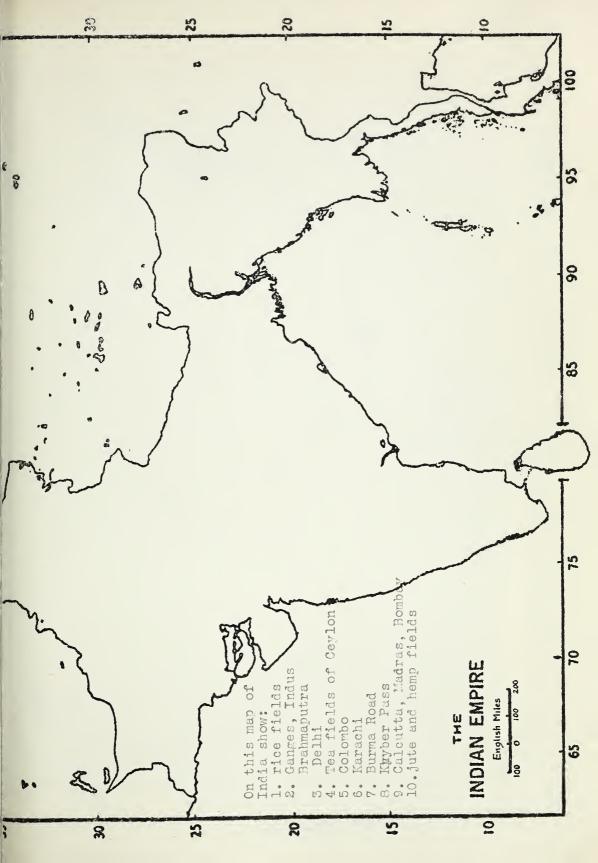
12. Alexandria

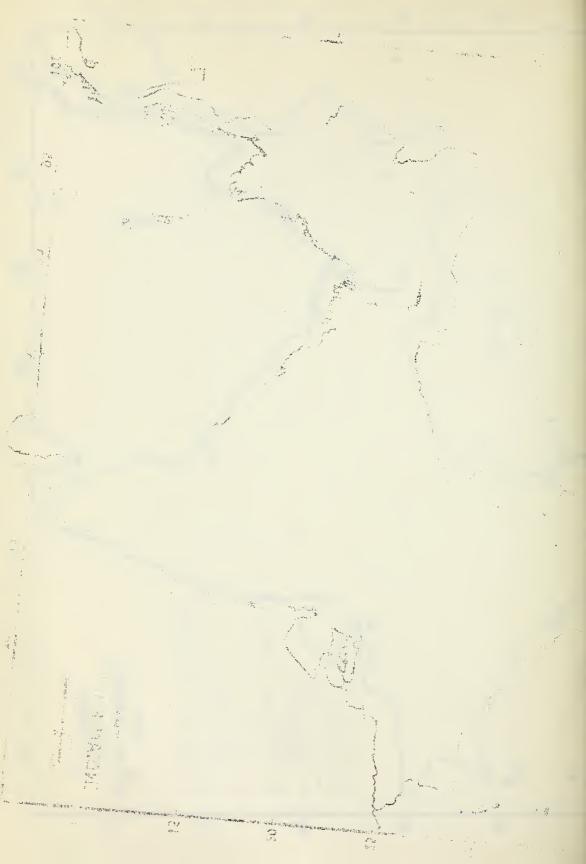
Sahara & Kalahari 13. 14. Aden.

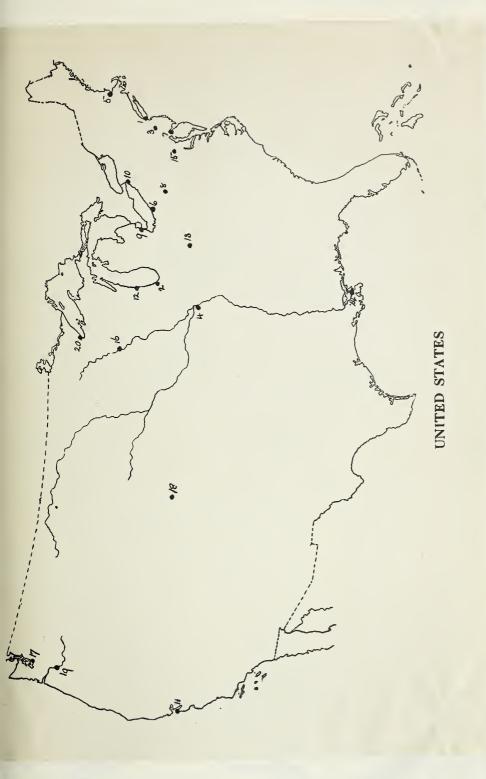
15. Cairo

Pyramids 16.



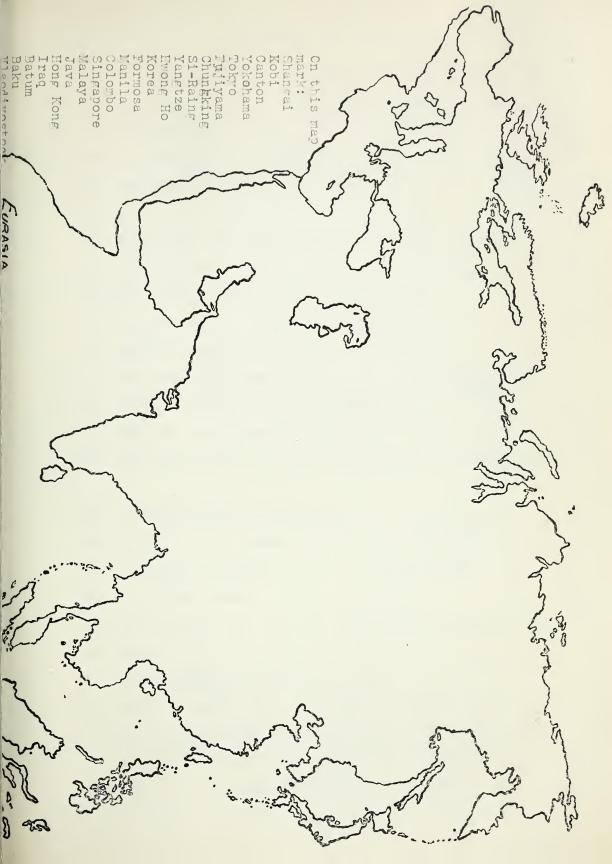


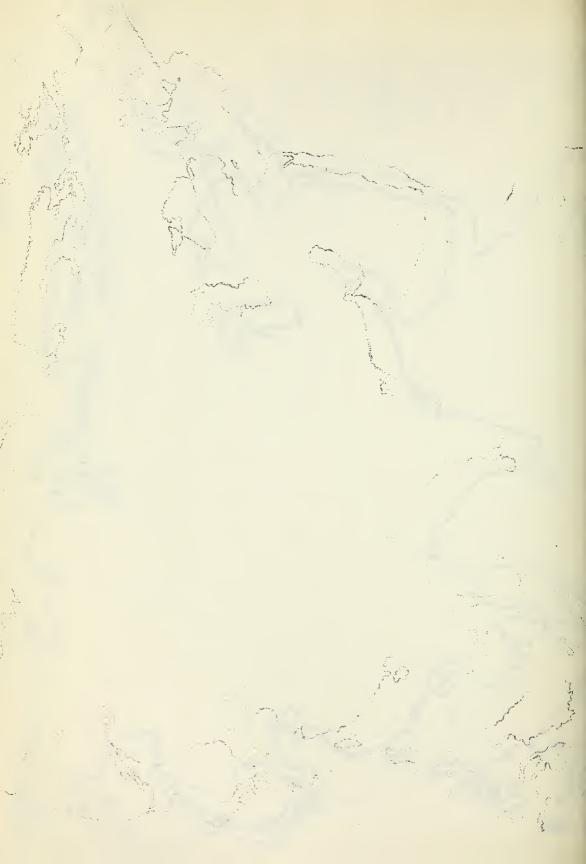




On this map, list and locate the essentials that an industrial nation must possess. Show in what degree and where these are located in the United States. To what extent is the U.S. self-contained? Make a list of her imports.



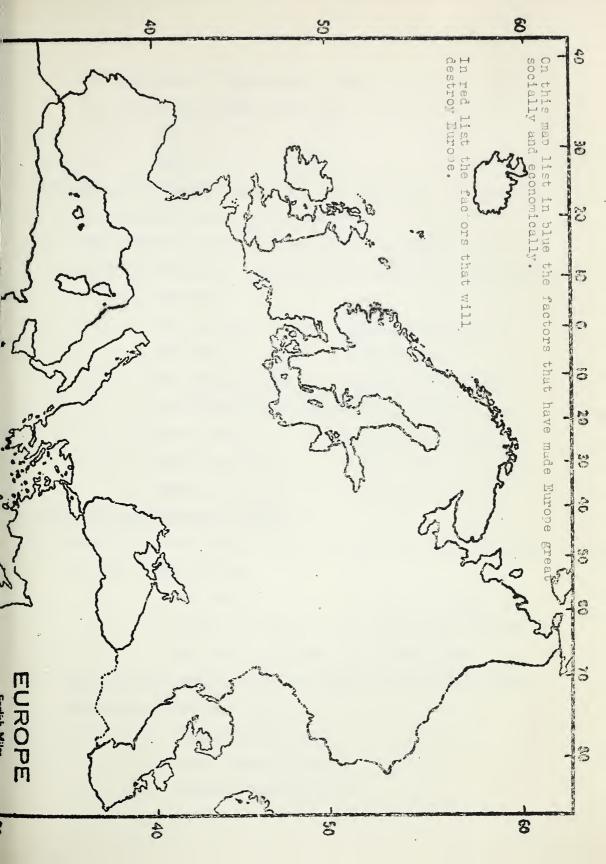




	People such as the Arabs who travel from place
to place	are called Arabs eat porcuoines, lizards,
jackals,	hyenas and
17. Fil:	the blanks:
1.	Rice is a
2.	We eat the
3.	Each plant may have as many as branches.
4.	Each contains seed or seeds of rice.
5.	Rice grows in valleys
6.	It needs rains and intense
7.	Such an area has a climate.
8.	Monsoons often blow for months each year.
9.	Rice is grown water.
10.	The rice field must be
11.	The rice field is plowed under water and becomes very
	••••••
12.	A wooden plow is pulled by
13.	Plants inches high are transplanted.
14.	Plants are placed inches apart.
15.	Rice often grows per day.
16.	In the month of harvesting commences.
17.	Rice is cut with
18.	It is allowed to dry days.
19.	Cattle trample the from the head and the grain
	is separated from the chaff by it into wind.
20.	The seed is encased in a hard shell called
21.	The is removed from the rice with a large

stick.

...... ..... . . . . . . . . .





- 22. The husk is blown away by the .....
- 23. The work is made harder by:
  - (a)
    - (b) (d)
- 18. What are machine tools? How are they made? Of what advantage are they to industrialists?
- 19. The automobile industry shows modern production at its peak of efficiency. What do these terms mean when applied to this industry:

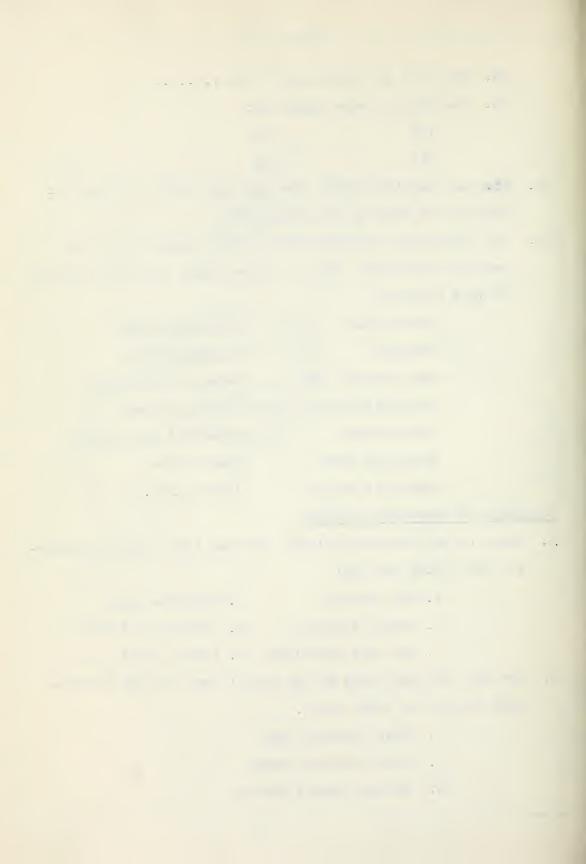
River Rouge mass production Chrysler casting blocks the assembly line General Motors cars specialization of labor testing grounds laboratories dependent industries stainless steel armor plate hydraulic brakes labor union.

# Influence of Geographic Factors

- 1. Which of the following places does man find as most attractive for a home and why:

  - a. hot deserts d.temperate lands

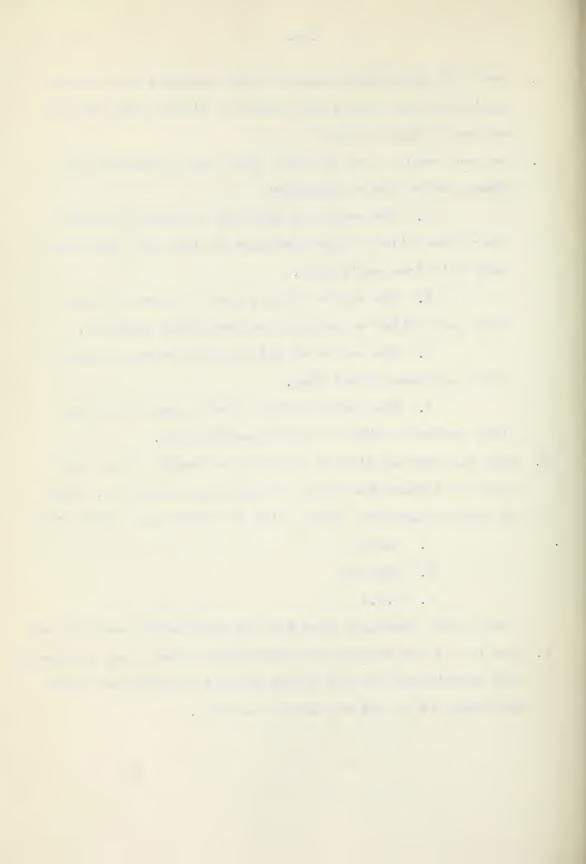
  - b. swampy lowlands e. equatorial forests
  - c. the cold northland f. frozen north
- Why has the great mass of the world's two billion inhabit-2. ants flocked to these areas.
  - 1. South Eastern Asia
  - 2. North Western Hurope
  - 3. Eastern United States

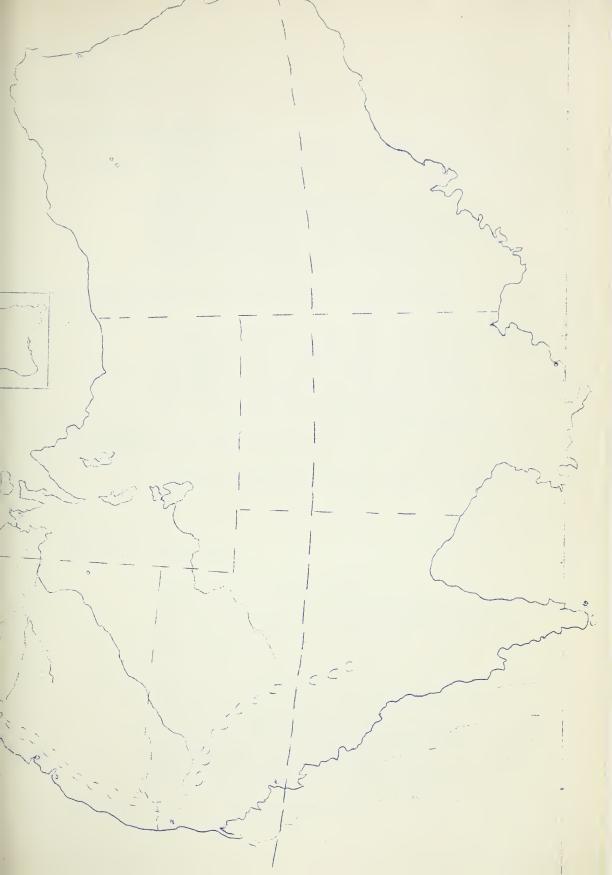


- 3. How is it that Europe seems to have advanced to a higher quality of life than that enjoyed by either white men or savages in South Africa?
- 4. How many people live in Asia? List four arguments and three against these arguments:
  - a. The people of Asia are in poverty because they have failed to use machinery to lift the slavery of hard toil from man's back.
  - b. The people of Asia are in poverty because they have failed to manufacture goods with machines.
  - c. The people of Asia are in poverty because white men have robbed them.
  - d. The people of Asia are in poverty because they prefer to live as their ancestors did.
- 5. What has made so much of Australia desert? Draw a bar graph to compare the areas of Canada and Australia. What is meant by Anzacs? Make a list of Australian exports to:
  - a. Canada
  - b. England
  - c. U.S.A

What makes Australia more English than Canada seems to be?

6. How far is New Zealand from Australia? Draw a map of Alberta and superimpose the map of New Zealand to show the latter as being 1/5 to 1/3 the area of Alberta.







### PROBLEM THREE

### How Science Affects Living

1. The Industrial Revolution created a new and changing civilization.

Our World Today (144-159)
An Introduction to American Civilization (ch. 1)
A New Wonder Book of Knowledge (572-576)
The Story of Britain and Canada (120-130)
World Wide Geographies - VIII (13-20)
Makers of the Modern World (Front. 5-6)

2. The Industrial Revolution marked the replacement of man by machinery.

A Social History of England - Guest (172-193) An Introduction to American Civilization (ch.12) New Wonder Book of Knowledge (183-186) Science in Our World of Progress (33-44) The March of History (Enc of 17c to P.Day) (32-40) World Wide Geographies (208-222)

3. The arrival and growth of the Industrial Revolution can be examined in the cloth industry.

Makers of the Modern World - Searle (11-28)
The New Wonder Book of Knowledge (463-468)-(572578)
The March of History (End of 17c to P.D.) (71-78)

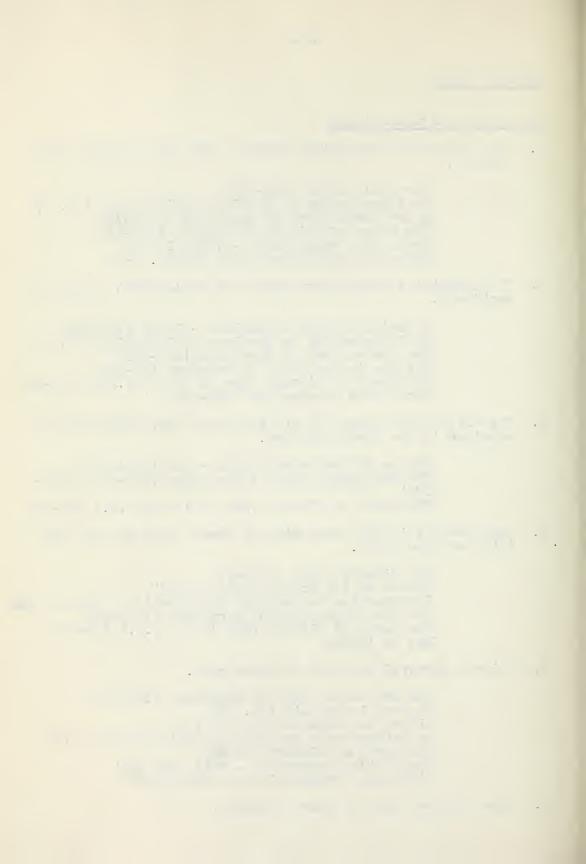
4. Improvements in the processing of steel paved the way for intricate machinery.

The Picture Story of Steel
Makers of the Modern World (39-41)
Introduction to American Civilization - Rugg (ch.11)
The New Wonder Book of Knowledge (422-438)
The March of History (End 17c to P.D.) (82-86)
Men of Algoma

5. Science answered the call for more coal.

The New Wonder Book of Knowledge (244-247)
At Work in Britain (ch. 12)
Miners and Manufacturers (ch. 6)
An Introduction to American Civilization (ch.8)
The March of History (82-84)
World Wide Geographies - VIII (186-190)
Mining and Preparation of Anthracite

6. Coke replaced coal in blast furnaces.



Introduction to American Civilization (ch.8)
The New Wonder Book of Knowledge

7. The Steam engine supplied power for the new factories.

An Introduction to American Civilization (82-88)
Heroes of Science (52-60)
Makers of the Modern World (29-37)
The March of History (41-43) - (79-82)
World Wide Geographies - (196-198)
Kingsway Histories - IV (15-24)

8. Steam locomotives improved transportation facilities.

Makers of the Modern World (123-138)
An Introduction to American Civilization (ch. 15)
Social History of England (186-188()
Our Country and It's People
The New Wonder Book of Knowledge (494-498)-(535-538)

9. The steamship brought a revolution to speed and capacity for water transportation.

An Introduction to American Civilization
The New Wonder Book of Knowledge (300-303)(530-533)
Kingway Histories - IV (ch.5)
World Wide Geographies - VIII (235-242)(273-285)
(232-235)

10. The Internal Combustion engine brought speed, lightness and safety to transportation.

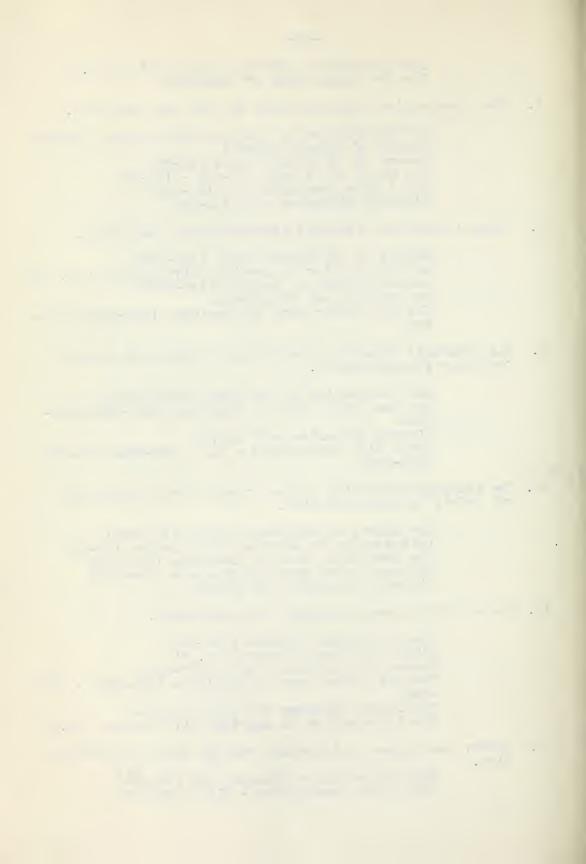
The Makers of the Modern World (211-215)
Introduction to American Civilization (88-89)
The New Wonder Book of Khowledge (559-564)
Science in Our World of Progress (144-149)
Kingway Histories - IV (30-32)

11. The automobile revolutionized transportation.

Story of Human Progress (254-257)
Miners and Manufacturers (ch. 8)
Makers of the Modern World (207-211)
The New Wonder Book of Knowledge (481-488) - (559-564)
The Outline History of Transportation
The Introduction to American Civilization (ch.14)

12. Rubber has played an important role in modern transportation.

The Cultivators - Kingsway III (121-123) World Wide Geographies - VIII (158-166)



Introduction to American Civilization (574-576) The New Wonder Book of Knowledge (578-592) The Story of the Tire (samples also)

13. The Development of the aeroplane, by a great many inventors, culminated in the discovery by the Wright Brothers of December 17, 1903.

An Introduction to American Civilization (ch.17) Makers of the Modern World (227-243)
The New Wonder Book of Knowledge (28-43)
World Wide Geographies -VIII
rlying Across Canada
Aviation Atlas

14. The Diesel engine has made it possible for greater power development from the use of cheap oils.

Diesel; The Modern Power (Pamphlet) Science in Our World of Progress (149-150)

15. Electricity, produced by Hydro-electric power plants, makes possible the transmission of power to convenient factory sites.

Introduction to American Civilization (318-329)
Makers of the Modern World (42-53)
World Wide Geographies - Stembridge VIII (200206)
A New Wonder Book of Knowledge (274-283)
Grand Coulee Dam
Boulder Dam

16. Oil has replaced coal as a source of power.

Introduction to American Civliization - Rugg ch.8 Our Industrial World (226-229) World Wide Geographies - VIII (198-200) The New Wonder Book of Knowledge (76-82)

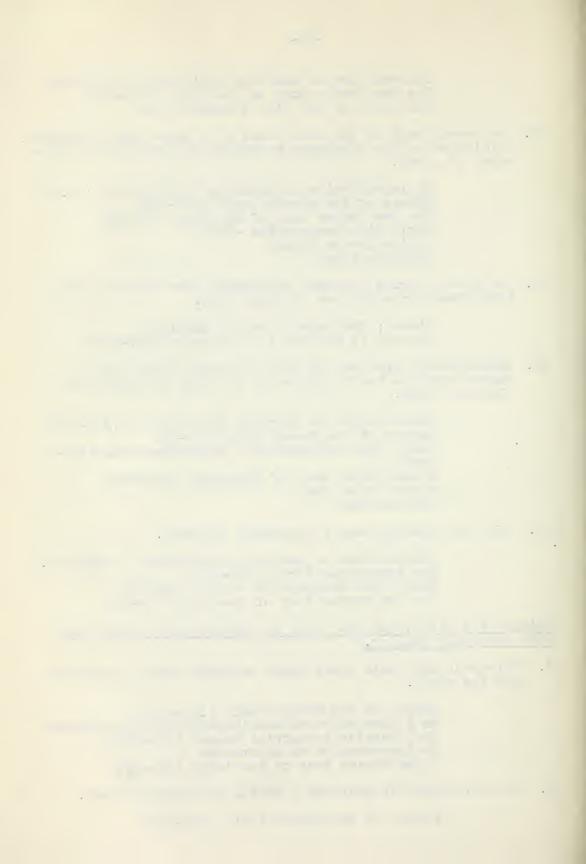
# Science has discovered new modes of communication which have made the world smaller.

1. Telegraph and cable lines carry messages rapidly throughout the world.

Makers of the Modern World (153-161) An Introduction to American Civilization (89-92) The Canadian Industrial Reader (271-273) An Introduction to Literature A New Wonder Book of Knowledge (262-272)

2. The telephone has supplied a social and business need.

Makers of the Modern World (151-164)



The Canadian Industrial Reader (273-275) An Introduction to American Civilization (329-336) The Miracle of Talking by Telephone

3. Wireless machines conveyed messages without miles of cables and lines.

Introduction to American Civilization (337-342) Kingsway Histories - IV (29-30)

4. The radio has placed the news of the world on the very doorstep of even the most humble.

The New Wonder Book of Knowledge (262-272) Science in Our World of Progress (318-324)

5. Television seeks to do with pictures what radio is doing with sound.

The New Wonder Book of Knowledge (132-134) Science in Our World of Progress (334-335)

6. The Rotary Press can print thousands of daily papers per hour and thus enable the public to read the latest news, minutes after the occurence.

Calgary Herald Scrap Book
The New Wonder Book of Knowledge (172-180)(286-289)(380-382)
How Paper is Made (pamphlet)
Economic Geography (267-272)

7. The Camera shows people of the world how other people are living.

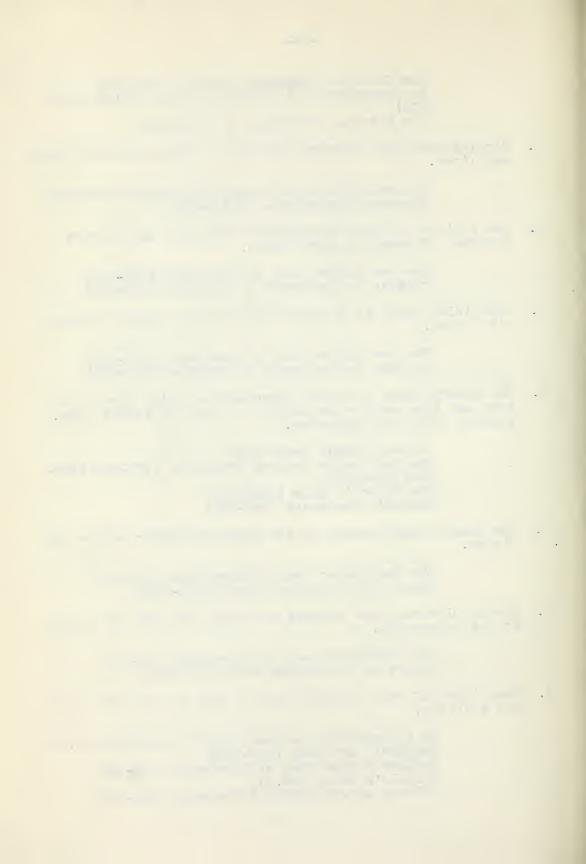
The New Wonder Book of Knowledge (162-168) Makers of the Modern World (191-198)

8. Moving pictures have changed radically the mode of living in our generation.

The New Wonder Book of Knowledge (11-23) Makers of the Modern World (205-207)

9. Many types of work formerly done by man are carried on by new machines.

An Introduction to American Civilization (ch.12) The World of Today (162-163) The New Wonder Book of Knowledge (183-184) Britain's Story (ch.40) Science in Our World of Progress (237-247)



10. Governments have undertaken to stimulate scientific discoveries.

Changing Governments and Changing Cultures (ch.5)
National Research Council (Ottawa, Canada)

11. Governments often keep and develop power sites for the people.

The New Wonder Book of Knowledge (52-56) Boulder Dam (pamphlet) The Modern World (216-218)

12. Governments censor the news, the movies and radio programs.

Bureau of the Censor (Ottawa)

The machine age has changed our ways of living - sometimes for good - sometimes for bad. The machine age brought many evils in its wake.

1. The Industrial Revolution brought factory slavery.

Freedom vs. Organization - Russell (70-78)
A Social History of England (195-200)
The March of History - II (155-171)
The House of History - IV (ch. 9)
Makers of the Modern World (98-106)
Our World Today (164-169)
The Post War World (415-416)

2. Robert Owen was horrified at the evils of industrialism in private hands. He proposed social ownership.

Modern Times - Prescott (125-139)
Man's Achievemetn (494-496)
House of History - IV (105-110)
Freedom vs. Organization (146-168)
Our World Today (169-171)
Changing Governments and Changing Cultures (208-211)

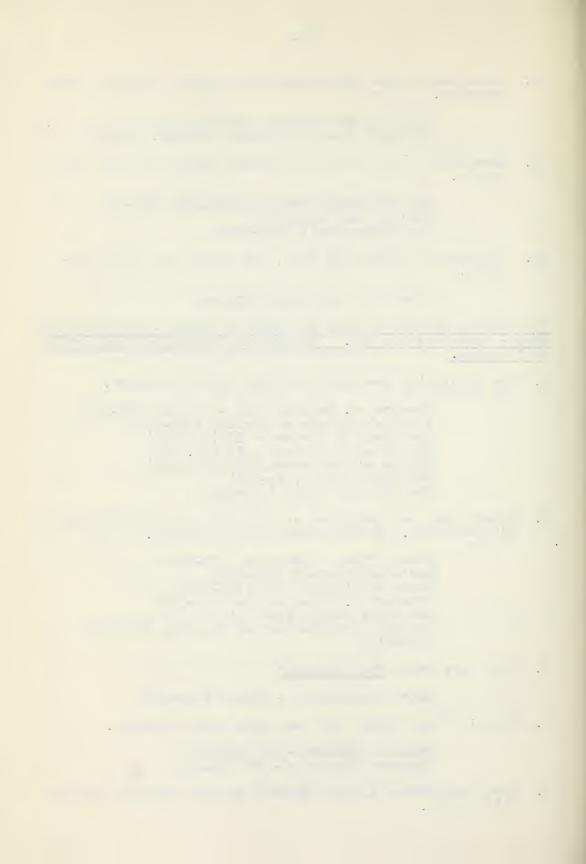
3. Karl Marx wrote "Bas Kapital"

Man's Achievement - Pahlow (496-498)

4. Francis Place fought for the trade union movement.

House of History - IV (99-105) Kingsway Histories - IV (64-65)

5. Lord Shaftesbury (Ashley Cooper) led the struggle against child labor.



Modern Times (180-189)
Makers of the Modern World (98-106)
Kingsway Histories - IV (66-67)

6. Elizabeth Fry struggled to organize prison reform.

Makers of the Modern World (93-97) Kingsway Histories - IV (72-74)

7. Labor unions arose to organize the worker's demand for a higher standard of living.

Freedom vs. Organization (ch.15)
The March of History (70-78)-(133-148)
The House of History - IV (ch.10-ch.15)
A Social History of England (201-202)
The March of History (19c to P.D.) (133-143)

8. Workers sometimes go on strike to force their demands.

Post War World (115-118)
The Modern World (153-156)
Studies in Citizenship (122-126)

9. Sometimes employers answer a demand for higher wages or shorter hours by the "lockout".

Our World Today (176) Our Modern World (77,154,157) Studies in Citizenship (126-127)

10. Governments have organized conciliation boards to arbitrate or iron out differences between capital and labor.

Our World Today (176-177)
The Story of Our People (374-377)
The March of History - 19Century (154-156)
Our World (Modern) (156-157)

11. Governments have passed laws retulating conditions of albor in factories.

Our World of Today (172-175)
The March of History (17 Century to P.D.)(163-171)
Our Modern World (157-164)

12. Governments have set maximum hours of labor.

Britain's Story (ch. 51-52) Our World Today (171-172)

13. Governments have extablished minimum wage laws.

The March of History (19 century)-(120-122) Our World Today (172)

14. Workmen's Compensation Acts protect workmen against loss of income through accidents.

Story of Britain and Canada (132-134) The March of History (19 century)(119-120) Write Alberta Compensation Board Studies in Citizenship (130-132)

15. Governments are enforcing unemployment insurance measures.

Our Modern World (164-167)
Our World Today (174)
The Story of Our People (347-351)
The March of History (19 Cent.)(116-118)
Kingsway Histories - IV (ch.9)

16. Some factory owners allow workers to own a large number of shares in factories.

Our World Today (179)
The March of History (19 Cent.)(151-154)

17. Some employers distribute excess profits to their workers.

The March of History (151-154) Our World Today (178) Studies in Citizenship (127-130)

18. Many governments have undertaken to improve housing conditions for that nation's workers.

Sweden: The Middle Way
The March of History (17 Cent. to P.D.)(250-251)
Our World Today (179)
Canada Housing Plan (Ottawa)
Social Planning for Canada (451-463)

# Science has made the nations of the world inter-dependent.

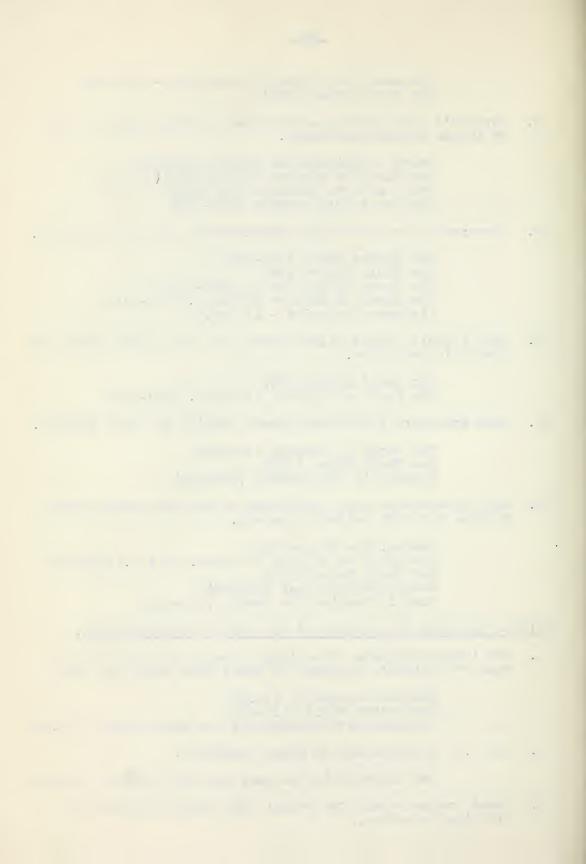
L. The interdependence of nations if well exhibited in the case of England's exchange of goods with Argentine etc.

Economic Geography (ch.32) Our Modern World (113-118) Changing Civilizations in the Modern World (ch.14)

2. The U.S. is dependent on other countries.

And Introduction to American Civilization (ch.29)

3. Canada raises wheat for Britain and takes textiles and clothing in return.



Economic Geography - Jones (177-186) Canadian Industrial Reader Kingswar Social Geography - III (ch.12)

4. Argentine trades her cattle to England for steel goods.

Economic Geography (74-76) (401-403)

5. The fishermen of the Grand Banks sell their catch in England and New England.

The New Wonder Book of Knowledge (525-330) Social Studies for Canadians (ch.2) World Wide Geographies - VIII (114-117) Nova Scotia's Deep Sea Fighters

6. British Columbia and the Annapolis Valley are noted for apples.

Social Studies for Canadians (395-399) Canadian Industrial Reader The Story of Salmon (pamphlet) World Wide Geographies - VIII (117-120)

7. Tropical Cuba grows millions of tons of sugar cane.

Our World Today (187-191) Kingsway Social Geography - III ch. 19) Economic Geography (106-113) Our Modern World (133-136) World Wide Geographies (80-86)

8. Fruits vary with the climate.

The New Wonder Book of Knowledge (331) World Wide Geographies (70-80) Kingsway Social Geographies - III (ch.14-15)

9. Brazil supplies the world's coffee.

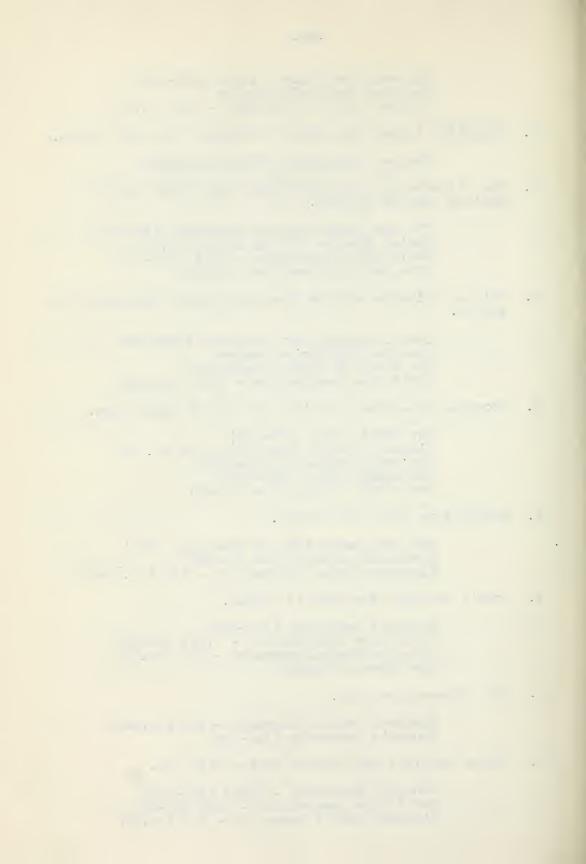
Economic Geography (124-130)
World Wide Geographies - VIII (93-97)
Kingsway Social Geography - III (ch.18)
The Story of Coffee

10. The Chinese grow rice.

Kingsway Social Geography - III (ch.5-6) Economic Geography (145-148)

11. Ceylon supplies the British Empire with tea.

Economic Geography - Hones (131-135) World Wide Geographies - VIII (87-93) Kingsway Social Geography - III (ch.19)



12. Cocoa comes from the Gold Coast.

Our World Today (191-192)
The Story of Chocolate and Cocoa
World Wide Geographies - VIII (97-101)
Kingsway Social Geography - III (ch.18)

13. The Agrarian Revolution increased the productivity of farm land.

Britain's Story (ch.34-35)
Makers of the Modern World (1-11)
March of History (17 Cent.) (64-71)
Our World Today (192-196)
Economic Geography (363-369)

14. Luther Burbank increased the productivity and quality of many plants.

Heroes of Science (186-189) Our World Today (198)

15. Charles Saunders developed Marquis sheat.

Hungry Fighters Our World Today (196-197) Canadian Readers - Book V

16. Louis Pasteur saved the fruit and silk industries of France.

Heroes of Science (120-128) Grade VII Literature Text

17. Boneless chickens (?), small boned sheep and cattle are engaging scientific attention.

Makers of the Modern World (9-10)

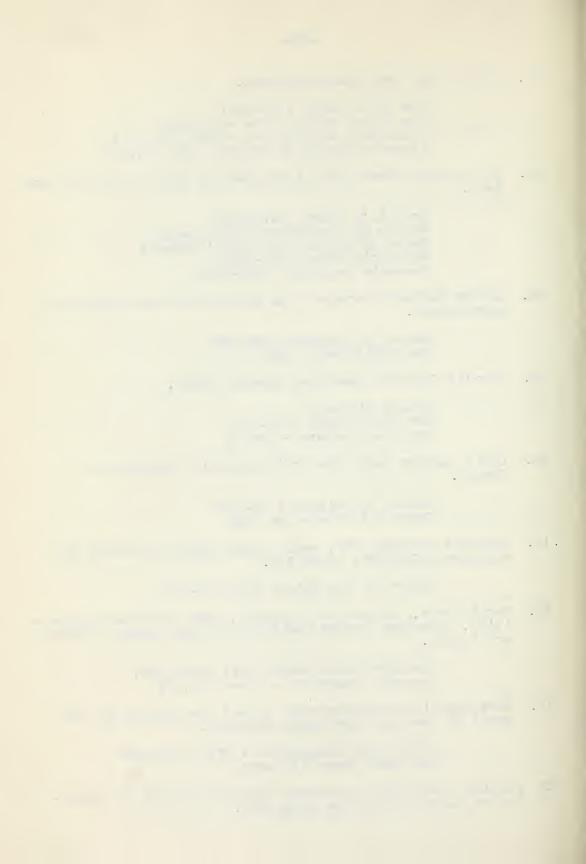
18. Fertilizers, natural and chemical, have increased productivity. Elephant Brand Fertilizer is well known in Western Canada.

> Elephant Brand Fertilizers (pamphlet) Economic Geography - Jones (ch.27)

19. Refrigeration transportation opened the markets of the world to the most perishable products.

World Wide Geographies - VIII (238-239) Our World Today (199-200)

20 Packing plants have increased supplies of food by reduction of waste in handling carcasses.



The New Wonder Book of Knowledge (292-300)
The Romance of Leather
Economic Geography (373-380)
Armour's Packing Plants (pamphlet)
The World of Today (106-114)

21. The fish canneries of British Columbia preserve food for future use.

World Wide Geographies - VIII (119) The Story of Salmon

22. Abundance of food can be grown but Canadian bins bulge as the Chinese and white men starve because we have failed to learn how to distribute to consumers the abundance that science can produce.

Our World Today (201-204) Our Modern World (ch.29) Work, Wealth and Happiness of Manking (548-556) From Wheat and Flour

## Science has greatly influenced the types of clothing worn.

l. Not many years ago, in the days of the Loyalists, clothing was made of homespun.

The Story of Britain and Canada (88-98) The Story of Our People (231-240) Some Pages from Canada's Story The World of Today (90-101)

2. Today clothing is made by machinery in vast factories.

Kingsway Social Geography - IV (ch.12-13) World Wide Geography - VIII (261-266) At Work in Britain (ch.14-15)

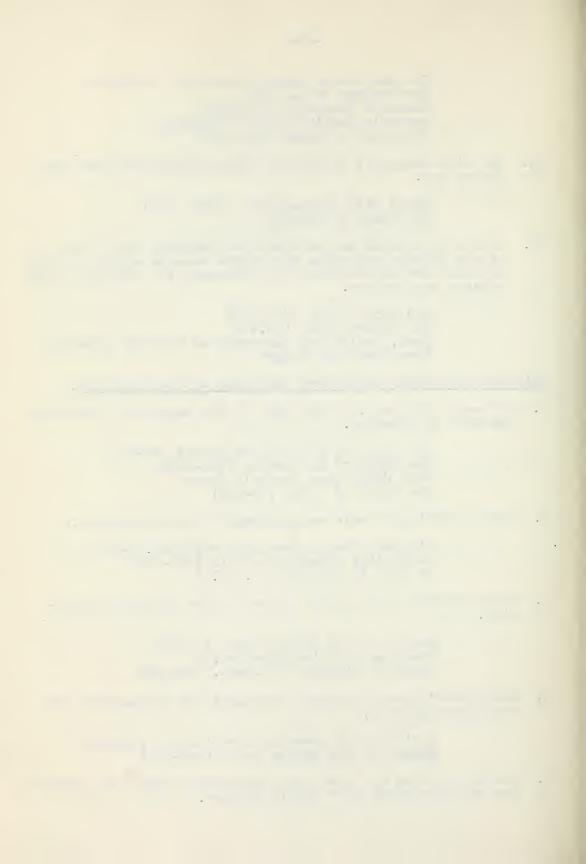
3. The Industrial Revolution started in the clothing industries.

Makers of the Modern World (11-28) Changing Civilizations (ch.3) March of History (17.Cent.) (71-78)

4. Elias Howe's sewing machine increased the productivity of clothing factories.

A History of American Civilization (395-398) Makers of the Modern World (148-151)

5. Cotton clothing was used more extensively after the invention of the "Cotton Gin" by Eli Whitney.



A History of American Civilization (389-390) Makers of the Modern World (25-28)

- 6. The modern generation wears less than did its predecessors. (Here the student will enumerate various articles
  of clothing and compare the robes of other days with the
  abbreviated clothing of today. He can thus prepare a
  report containing some estimate of the smaller amount of
  cloth required for each garment and the possible totals.)
- 7. Cotton is raised in the Southern United States.

The Story of Cotton Thread
Economic Geography - Jones (187-197)
Kingsway Social Geography - III (149-153)
Our Country Past and Present
Our Modern World (138-141)

8. Egypt grows cotton

Economic Geography (194-195)
World Geography
Kingsway Social Geography - III (149-153)
Our Modern World (138-141)

9. India has soil and climate favorable to cotton production.

World Geography
Our Modern World (138-141)

10. The climate of Western England favors the bleaching of cotton.

Economic Geography (288-392)
World Geography (Denton and Lord)

11. Australia produces large quantities of wool.

Economic Geography (392-396) World Geography Our Modern World (1369138) How Wool Blankets are Made.

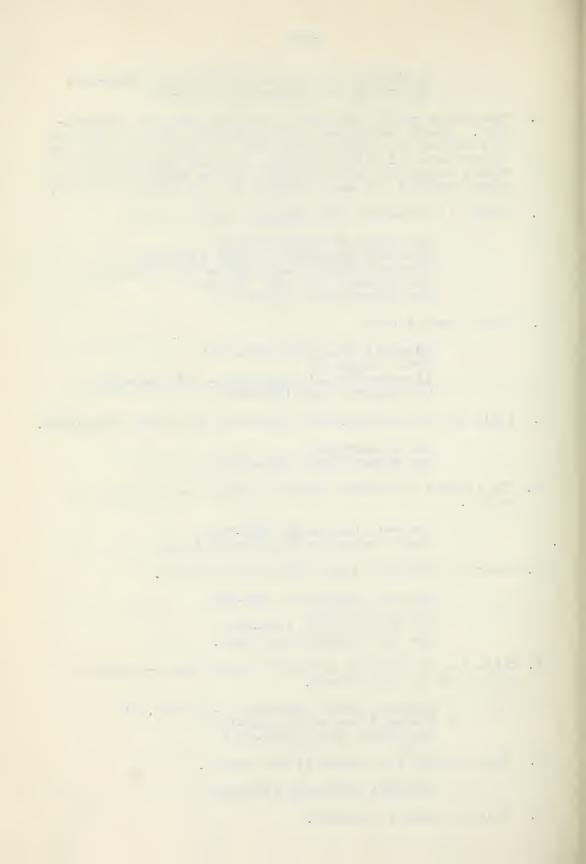
12. China has an abundant supply of cheap labor - needed in production of silk thread.

Kingsway Social Geography - IV (ch.15) Economic Geography (157½161) Our Modern World (140-141)

13. Silk weaving is centred in New Jersey.

Economic Geography (396-398)

14. Flax is grown in Ireland.



Kingsway Social Geography - IV (ch.14) Kingsway Social Geography - III (153-155) At Work in Britain (ch.16)

15. Rayon has replaced silk in the making of many garments.

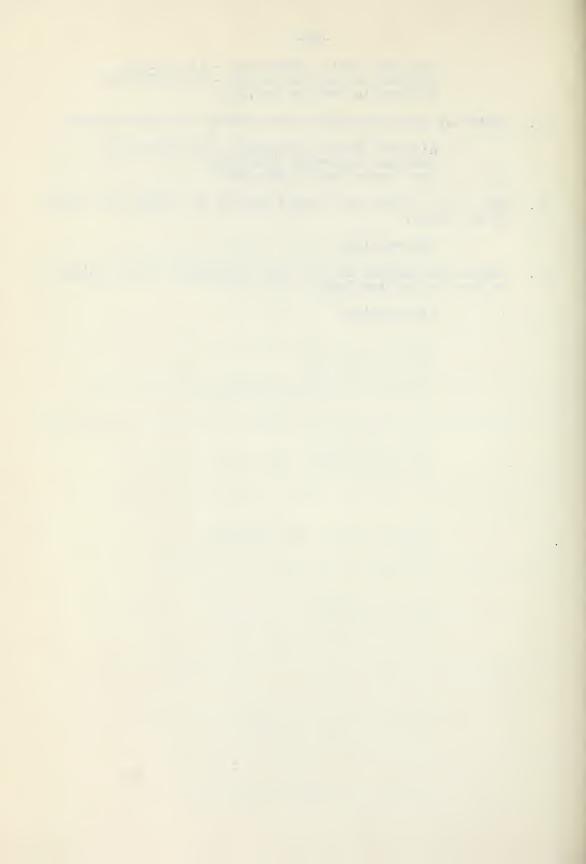
Kingsway Social Geography - IV (111-115) Economic Geography (298-299) Our Modern World (141-142)

16. Men of all colors and creeds combine to clothe the people of the world.

(discussion)

17. Cannot the nations of the world cooperate in all things as they do in clothing?

(discussion)



#### PROBLEM THREE

## How Science Affects Living

- 1. What is meant by a revolution? Can you enumerate cases of bloodless revolutions?
- 2. What is meant by the word industrial? What was the one main feature of the industrial revolution?
- 3. Match these inventors and machines:

Watt......The mule

Kay......cotton gin

Cartwright.....flying shuttle

Arkwright.....sewing machine

Howe.....power loom

Whitney.....spinning jenny

Hargreaves.....steam engine

Crompton....spinning frame

- 4. Draw a picture of each machine in question 3 and tell the particular advantage each brought to the textile industry.
- 5. Using these headings, describe advances in the production of steel:

The Use of Coke
Refining Iron
Bessemer's Converter
The Use of Alloys
Stainless Steel

6. Draw a picture of a blast furnace. In one of your reference books in Science or Social Studies you will find a diagram of one. Copy it. Also describe the complete process from iron ore, coke, Timestone to steel.

...... . . . . . . . . . . .

7.	Draw a sketch of a mine shaft and list the uses of coal		
	today. Write a paragraph on the topic: "Have electricity		
	and oil replaced coal?"		
	Write one paragraph in the affirmative and one in the neg-		
	ative.		
George Stephenson			
1.	When George was eight years old he took a job		
	cows for 4¢ per day.		
2.	From the bogs he took and made engines.		
3.	Then he went to be a picker in a mine. He picked		
	and from the load of coal.		
4.	He became fireman on an and learned much about		
	machinery.		
5.	When he was seventeen, he could neither nor		
	• • • • • • • •		
6.	George went to school after work. By the time he		
	was nineteen he could write his own name.		
7.	George Stephenson's first engine was called and		
	could haul tons up a grade at miles per		
	hour.		
8.	In September 1825 the Stockton to railroad was		
	opened. The engine actually reached miles per		
	hour, and covered the miles in		
	hours.		
9.	Stephenson went to survey a route for a railroad from Man-		
	chester to and at least one farmer chased him with		
	a		

10.	In 1829 his engine the won a prize of
	dollars on the Manchester - Liverpool run and actually
	attained a speed of miles per hour.
1.	John's father was a
2.	Once the father said, "Iteach my sons to cheat. I teach
	them to be
3.	When John was twelve years of age his clothes were so
	he stepped out of the group sitting for a school
	picture but even then he had saved and lent it

4. At an early age he went into oil ......

out at ,,,,,,,,

- 5. He made arrangements with the railroads to haul his oil at a much ...... rate than for his competitors.
- 6. Anyone who refused to handle Standard Qil Products was
  ..... from business by ..... competition.
- 7. Once Rockefeller placed some cannon to stop his ...... fromlaying a ......
- 8. He ruined his opponents by ..... the price until they want broke and then he ..... their business.
- 9. While Rockefeller paid \$1.06 per ..... for haulage his competitors paid the railroad \$2.56 and he got the difference. This helped him to ..... his opponents.
- 10. After Rockefeller retired his business ..... four times as much as when he was active.

# Shipbuilders

1. Four important ship yards in the British Isles are: 1...
2. ...... 3....... 4.......

.. (1) --..... ×,

eri eter e el cheles esperence e lecces

A ..... of a ship is made in wax. 2. 3. ..... are drawn before mechanics commence work. 4. Near the ..... yard is a large room with a floor about ..... yds. long, resembling a ..... on this, full scale ..... are drawn in chalk. 5. The ship is built on ..... on a strip of gently ..... .... concrete. This concrete strip is called a l..... Along this is a row of ten ..... to lift ..... parts 6. to position. .7. The ..... is built on .... on these blocks, steel girders are laid to form the ..... of the ship. The ..... are attached to this and fastened in posit-8. ion by ...... 9. Girders are ..... when they come from the steel-yard. They are ..... and bent. 10. Chalk ..... are drawn and ..... pegs are driven along the line. The girders are ..... around these when hot. 11. The ..... of a ship is covered with steel plates about 30 feet long and five feet wide. Holes are made in one sheet at one time by a ...... 12. machine. Then this sheet is ..... to the side of the ship. 13. About a thousand ..... of rivets are used in one 14. month.

The vessel is ..... by breaking a bottle of wine over

15.

the bow.

. 17.14

16. After launching much ..... remains to be done.

17.	The Clyde took the lead as a centre of shipbuilding be-
	cause:
	1 3
	2 4
8.	Learn the life story of:
	1. Newcomen
	2. Watt
	3. Stephenson
	4. Fulton
	5. The Rocket
	6. Daimler
	7. Henry Ford
9.	What advantages has the automobile brought to modern life?
	What disadvantages has the automobile brought to modern
	life?
10.	Fill in the blanks: Rubber was a native plant in
	Some seeds were smuggled to and planted in
	gardens. Small plants were transplanted in,
	, Today the practically
	supplies the British Empire with raw rubber.
	Rubber trees grow on a on which do the
	work under the supervision of The rubber tree
	is feet high and inches in diameter when
	five year of age. It can be tapped when it is years
	of age. A liquid called is collected in small
	attached to the tree just below a shaped cut
	on the tree trunk. This is collected by and placed

------1.0 101100

	in a large Here acid is added to
	the rubber. The raw rubber is then cured over smoke from
	It is rolled into sheets, packed in
	boxes and shipped throughout the world.
11.	Tell the part played by each of these in the development
	of the aeroplane:
	Lilienthal
	Montgolfier
	Daguerre
	Lindberg
Pet	roleum
1.	From petroleum is made:
	a. paraffin for
	b. grease to oil our
	c. fuel oil as used in
	d. gasoline used in and
	e. asphalt as used in
2.	Petroleum is a oil.
3.	It was formed by the of plants.
4.	It collected between beds of
5.	In oldern times oil came froml springs.
6.	Today find an oil field.
7.	has large fields in Europe.
8.	In Rumania:
	a. the oil well resembles a well.
	b. it may be feet dedp.
	a light is notleated down by

d. air is pumped in by			
e. the worker labors at the end of a			
f. it requires about years to dig			
this well.			
g. The oil is lifted to the surface in			
. Today in Canada in search of oil, we a hole.			
10. The supports the	. The supports the drilling tools.		
ll. The actually dri	lls the hole.		
12 keeps the walls from caving in.			
13 is used to blast rock from below the bit.			
14. If the oil rushes up in a for	4. If the oil rushes up in a fountain it is called a		
15. When oil is struck	. When oil is struck must be built.		
16. Ships that haul oil are call	led		
17. A thick, heavy brownish black	ck liquid that comes to the		
surface of an oil well is .	surface of an oil well is		
18. The oil may be transported	3. The oil may be transported through a		
19. Oil is used in ships rather	than coal because:		
1			
2			
3			
20. Alberta has oil fields at			
ll. (Continued)			
Tell the part played by each of these in the development			
of the aeroplane:			
Alcock	Zepplin		
Brown	"The Hindenburg"		
Wright Bros.	Boeing Aircraft		
de Rozier	The Illustrious		

2 \* 2 + \* 4 \* 5 / 4 ...... (111..)

Diesel Nobel

Watt Morse

Daimler The Great War

The War which started in 1939

Parachutes The Trans-Atlantic Clippers

The British Empire Air Training Scheme

The R101 Wiley Post

Trans Canada Airways

Air tunnels Movies

- 12. Write to the Calgary Power Co., and to the Ontario Hydro-Electric Commission for all available information on production, distribution and consumptionnof electricity.
- 13. Why has oil replaced coal as a source of power in ocean transport?

## Communication

1. Match these names with appropriate invention:

1. telegraphy - Marconi

2. telephone - de Forrest

3. wireless - Fulton

4. Atlantic cable - Wright

5. camera - Haynes, Ford, Panhard

6. aeroplanes - Lord Kelvin

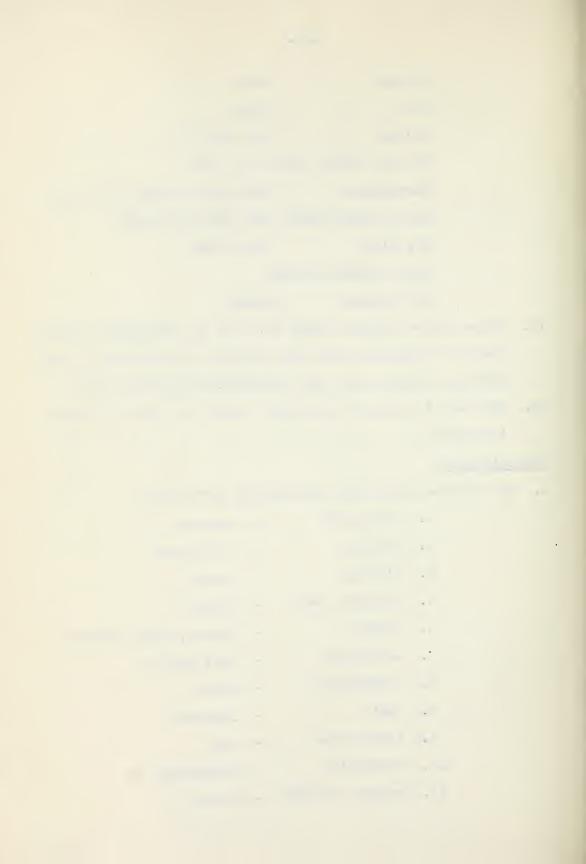
7. automobiles - Morse

8. radio - Daguerre

91 locomotives - Bell

10. steamships - Stephenson

ll. moving pictures - Edison



2. Prove the following statement by reference to the above ten devices:

"The world is getting smaller and smaller."

- 3. Read "How the Atlantic Cable was Laid". You may find it in the old literature book "an Introduction to Literature"
- 4. Write the complete story of the life of:

Alexander Graham Bell

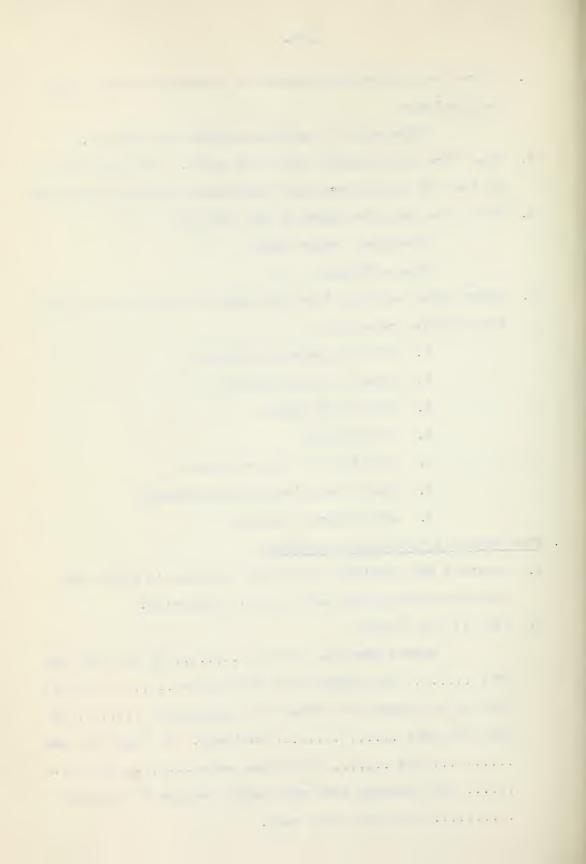
Thomas Edison

- 5. Under these headings describe what Governments are doing to stimulate research:
  - 1. Canadian Research Council
  - 2. Honors to discoverers
  - 3. University Grants
  - 4. Scholarships
  - 5. Positions to the brilliant
  - 6. Grants to private organizations
  - 7. Agricultural Schools

## What Machines have done to Mankind

- 1. Describe the horrible conditions existing in mines and factories during the early days in factories.
- 2. Fill in the blanks:

Robert Owen was born in He was the son
of a His father sent him to the school.
One day he ruined his stomach by gulping hot He
went into the business. He found the man
and The women were and
The company lost much money because the workers
the goods they made



Owe	n took these steps to improve the condition of his workers:		
	1 6		
	2 7		
	3 8		
	4 9		
	5 10		
Joseph Lister (1827-1912)			
1.	1. Lister was a and he resented the aroun hospitals. In his day it was worth a man's life to be		
	sent to a		
2.	Glasgow was a center and many workmen were sent		
	to the hospitals with limbs.		
3.	used to kill half the hospital patients.		
4.	Many doctors thought that on open wounds		
	caused infection. Lister did not this because		
	he had seen limbs recover as long as the flesh		
	was not also. Cases wher the flesh was broken		
	were		
5.	Lister pemembered Pasteur's ideas about and he		
	concluded that the things that soured milk could also		
	the human flesh.		
6.	Lister said, "Bacteria are more deadly than"		
7.	He discovered an		
8.	He used to kill bacteria or germs.		
9.	His patients were saved from pain and death by his use of		
	*****		
LO.	Lister ignored the vast that could have been his.		
Ll.	He operated on or with tender		

\* .......

Tho	mas Alva Edison		
1.	Thomas Edison was born in, Ohio, in		
2.	He made his elders tired by asking		
3.	He the school teachers so his mother hired a		
	special tutor.		
4. He got into much mischief:			
	a. He fell into a and nearly drowned.		
	b. He fell into the grain and nearly		
	smothered.		
	c. He let another boy chop the end off his		
	• • • • •		
	d. Once he made a on the floor of a		
	barn.		
5.	When he was twelve he became a on the		
	running from Port Huron to		
6.	He studied in the Detroit between trains.		
7.	Edison was deafened by a on the ear from an angry		
	because he was and set fire to the		
	train.		
8.	When he was twenty-two years of age he was working in		
	at a getting dollars per month		
9.	He spent \$100,000 perfecting an light bulb.		
10.	Edison also invented a talking machine called a		
11.	He invented the first moving picture.		
3.	Choose the correct statement:		

fought for home rule.

1. Francis Place:

Drove the Yankees out of Halifax.

Organized labor unions.

floated the first warship.

made suits for a living.

#### 2. Karl Marx wrote:

- a. The Red Menace
- b. Das Kapital
- c. Modern Times
- d. An Outline of History
- e. The Story of Mankind

#### 3. Lord Shaftesbury urged:

- 1. protection of children in factories.
- 2. prison reform
- 3. high tariffs.

## 4. Elizabeth Fry:

- 1. was spit upon by women in jail.
- 2. urged separate jails for women.
- 3. taught female inmates of prisons.
- 4. Arrange three arguments to support, and three argumts to destroy the proposition that:

"All labor unions should be abolished".

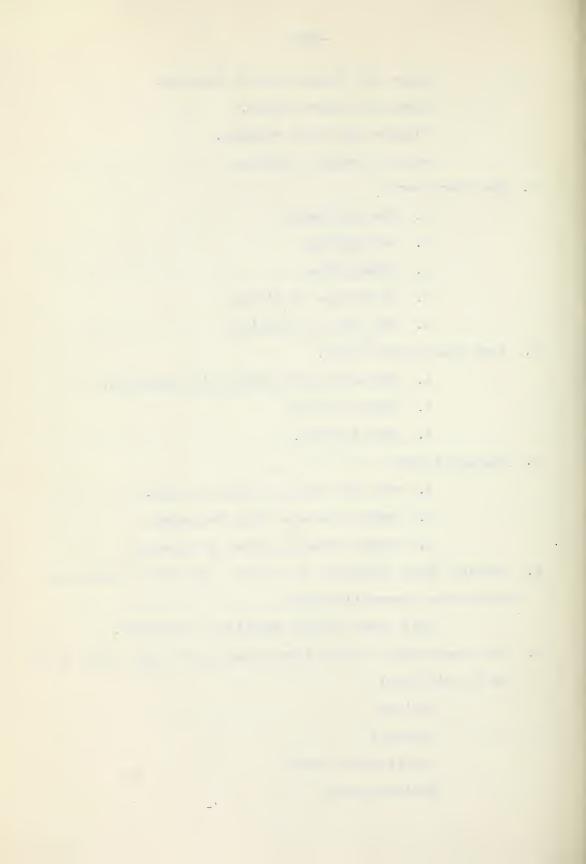
5. What does each of these terms mean and of what value is it to the wielders:

strikes

lockouts

conciliation board

minimum wages



6. List ten ways in which governments have helped laborers to secure a fair deal.

### Nations are Interdependent

1. Match products and countries:

Canada Apples

Argentine coffee

Grand Banks rice

Annapolis cattle

Cuba tea

Brazil wheat

China fish

Ceylon sugar

Gold Coast cocoa

2. In a paragraph each, outline every step in the production of these goods. Divide the story into 10 important headings:

Coffee

Rice

Cocoa

Sugar Cane

Beet Sugar

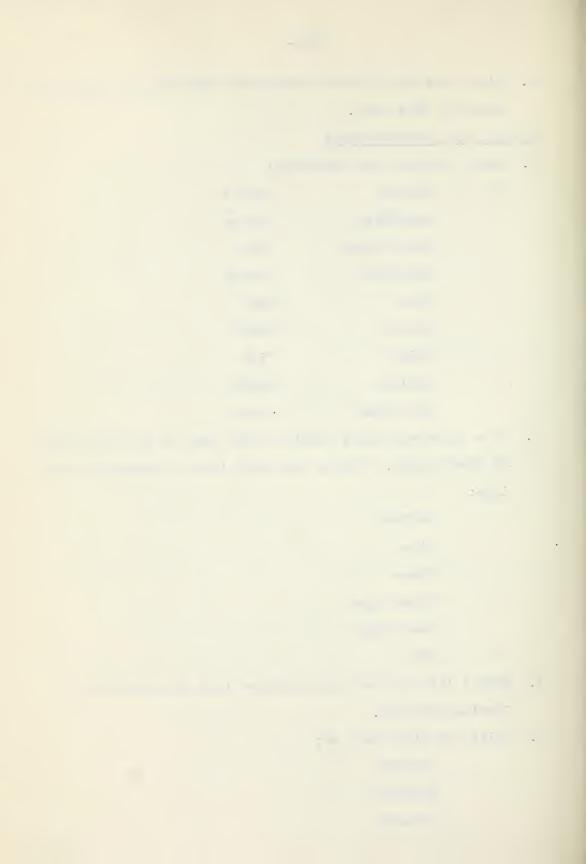
Tea

- 3. Make a list of new farm machinery that has made power farming possible.
- 4. Write the life story of:

Pasteur

Saunders

Burbank



- 5. List at least five arguments proving the merit of Elephant Brand Fertilizer.
- 6. State five cases in which refrigerated transport facilities have made trade possible.
- 7. Tell the story of salmon from egg to can.
- 8. Has the world too much food? Of what kinds if any? Why have some people so much and others so little?

#### Science and Clothing

- 1. Get a picture of Major Hoople in a bathing suit and compare it with one that Tillie the Toiler might wear. Here you have in a nutshell a story of a revolution in clothing.
- 2. Answer these questions regarding cotton.

1. climate?

6. vicking?

2. soil?

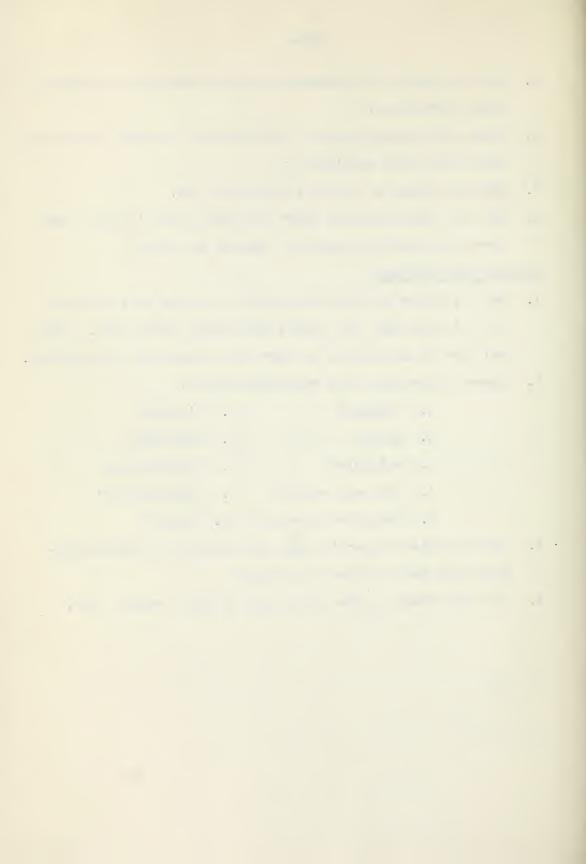
7. Cleaning?

3. moisture?

fertilizing? 8.

4. the boll weavil? 9. "Ginning it?"

- 5. the growing season? 10. baling?
- 3. What peculiar properties has the climate of western England that favor cotton bleaching?
- List ten steps in the production of silk, rayon, flax. 4.



#### Silk

The silkworm makes silk. The .... moth lays the eggs and then ..... These eggs are placed on ..... and covered with clean ..... in a warm room. When the eggs hatch, tiny ... .... are seen. These ..... feed ..... leaves. They shed their skins ..... times in the first few weeks. They they commence to spin their ..... Each of these ...... contains a ..... mile of fine silk thread. Then the caterpillar turns into a ..... and to keep this from breaking the thread the cocoon is placed over ..... water. The chrysalis dries and falls into ...... Reeling must be carefully done. Eight cocoons are placed in a ..... of warm water to loosen a kind of ..... that sticks the ..... together. The ends are loosened with a little ..... and drawn through four small ..... Two fibres pass through one ring and become united in one. The four threads are twisted in ..... and finally from the eight threads we have ...... When about  $\frac{3}{4}$  of a mile of this silk has been thus would it is called a ...... Silk can be produced wherever ...... leaves can be grown. However, there is much work to do and ..... must be cheap. China, Japan, Italy, Turkey and France are chief ...... The hanks of silk are sent to the factory to be wound on .... .... Now ..... threads are wound together, each containing 16 strands.

## Rayon

Silk is very ..... Scientists wondered if it would be possible to make silk without ..... Others said this was like producing wool without ..... A Frenchman watched a silkworm

cris

----take the second of the second .... 

to learn how it made silk. He noticed small holes near		
its mouth. A oozed out and hardened when it came in		
contace with the air. There were The Liquid used was		
made from pulp. The pulp is torn into shreds and		
with chemicals until it is soft yellowish-brown		
is added to make a thick, sticky dough resembling		
corn syrup. It is filtered to remove any From the		
tank, several tubes lead to a trough. In the end of each tube		
are twenty about 4/1,000 of an inch in diameter.		
These threads are together to form one		
thread. From this wood, fancy silk-like garments are made,		
but real silk lasts and is		

#### Linen

- 1. Egyptians used to wrap their ..... in linen.
- 2. Linen is made from.....
- 3. ..... seeds make linseed oil.
- 4. ..... is grown in Russia, Belgium, France, Ireland.
- 5. Flax ..... go into the ground a long way.
- 6. ..... plowing is very necessary.
- 7. This plant requires a great deal of ......
- 8. The stems are ..... or ..... feet high and carry small ..... flowers.
- 9. When the stems begin to turn ..... the farmer knows it is time for harvest.
- 10. Flax is pulled up by the ......
- 11. The ..... is knocked off on boots.
- 12. The flax plant contains some woody straw as well as .....

.....

	but only the latter are valuable.
13.	The leaves, seeds and branches are pulled off in a
14.	The stems are now
15.	The stems are now placed in
16.	Layers of flax are under the water and left there
	for 12 days.
17.	The stems are then spread out to dry for another
	days.
18.	When the stems are they are gathered and the rotted
	woody parts are from the fibres in a machine.
19.	In spinning mills the fibres are passed through hot
	to keep the fibres flexible.
20.	The color of linen when it comes from the loom is
	•••••
21.	To bleach this white the sheets are soaked in a weak
	and laid on grassy lawns.
22.	In Ulster, miles of can be seen in the
	••••
Suga	ar ar
1.	Sugar cane is a
2.	Sugar cane requires much labor and therefore cannot be grown
	profitably except where labor is and
3.	In the West Indies the labor is performed by but
	the managers are
4.	One of the chief sources of sugar-cane is
5.	Sugar cane is always grown from
6.	Can grows to a height of to feet.

and the second s

7.	It resembles a piece of and has	
	about 8 inches apart.	
8.	From each notch apring	
9.	The canes may be cut months after planting.	
10.	Leaves are cut off, dried and	
11.	The canes are cut down with an and hauled to the	
	• • • • • • • •	
12.	In the factory they are passed between to squeeze	
	out the which is saved in a large	
13.	is mixed with the juice.	
L4.	. The mixture is evaporated until small of sugar	
	appear.	
15.	The sugar is separated from the by passing the	
	mixture through a cylinder.	
L6.	Out of one spout comes while out of the other	
	pours.	
Soc:	ial Studies IX.	
les:	t One	
L.	What were the features of the industrial Revolution?	
2.	Fully describe the process of: (1) smelting iron	
	(2) refining iron.	
3.	In what manner did the improved steam engine facilitate	
	modern development?	
1.	Write the life story of: (1) George Stephenson	
	(2) Robert Fulton	
	(3) Henry Bessemer	

(4) Newcomen

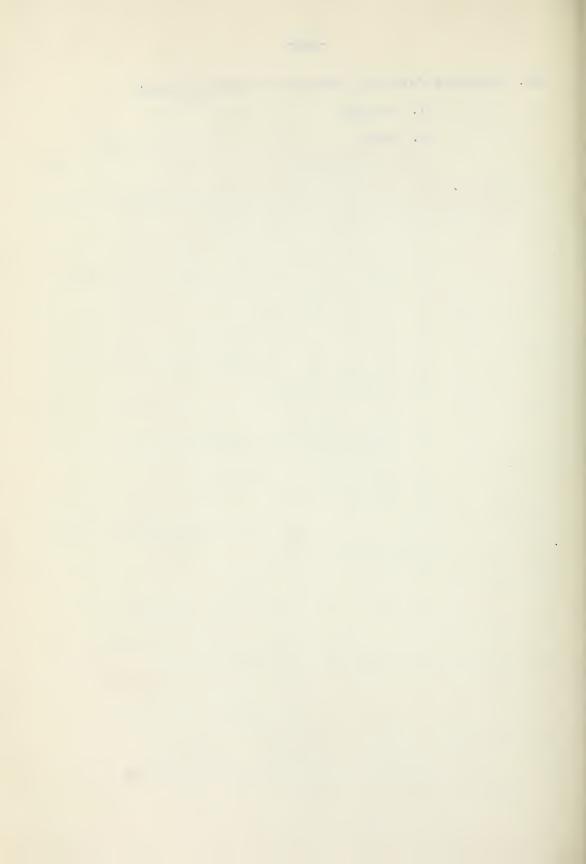
....... . . . . . . . .

- 5. How is coke made?
- 6. What steps may be taken by producers and covernments to conserve our oil and forest resources?
- 7. What new types of modern machinery were made possible by the invention of the internal combustion engine? Who invented it?
- 8. What advantages and disadvantages has the automobile brought to modern life?
- 9. Tell the story of how the Wright Bros. developed the aeroplane.
- 10. Do you agree with the idea that our aeroplanes should be scrapped? Why or why not?
- 11. Recount the inventions of Edison, tell the story of his personal life and estimate his contribution to the world's welfare.
- 12. Describe how electricity changed the Social life of our era.
- 13. How is electricity generated from water power?
- 14 List ten steps in making paper from wood pulp.
- 15. What new modes of communication have made the world smaller?
- 16. What advantages has the rotary press over the flat type press?
- 17. Would it cure our unemployment problem to scrap modern machinery? Why or why not?
- 18. What do various governments do to stimulate research and discovery?
- 19. Describe the condition of the workers in the first stages of the Industrial Revolution.

20.	Write life stories about:		
	(1) Place	(4) Fry	
	(2 <b>)</b> Owen	(5) Wilberforce	
	(3) Shaftesbury		
21.	Under these headings enumerate	what governments have done	
	to improve the conditions of l	abor:	
	1. Factory Legislati	on	
	2. Regulation of Wor	king Hours	
	3. Minimum Wage Laws		
	4. Workmen's Compens	ation Act	
	5. Unemployment Insu	rance	
	6. Technical Schools		
	7. Night Schools		
	8. Youth Movements 1	Training Centres	
	9. Legislation of St	rikes	
	10. Housing Schemes		
22.	22. Show how Canada and England are inter-dependent re food		
	stuff and manufactured goods.		
23.	Tell the full story of sugar f	rom:	
	1. cane 2. beet	to the table	
24.	What were the features of the	nat were the features of the Agrarian Revolution?	
25.	Tell the life story of: 1. L	uther Burbank	
	2. C	harles Saunders	
	3. J	ohn D. Rockefeller	
26.	List the advantages of the use of fertilizers.		
27.	Of what advantage is modernized refrigeration in world		

trade?

- 28. Describe fully the process of manufacturing:
- l. cotton
- 2. wool



PROBLEM FOUR

# How Industrialism is Revolutionizing Home and Community Life Living Conditions in Rural Areas

1. Rural homes lack the modern conveniences of city homes.

The World of Today (41-45) (71-72) The Story of Our People (237-240) Social Studies for Canadians (356-363) Social Planning for Canada (137-138)

2. Water systems can be installed in rural homes.

Our Environments - Use and Control (187-203)

3. Sewage disposal plants should be installed in every rural home.

Our Environment - Use and Control (204-212)

4. The sewing-machine, the cream separator, the washing machine and mechanical kitchen appliances can make rural home life less of a burden.

The World of Today (45-46)

5. On the farm, electrical equipment can be supplied by small plants such as the "Delco".

The World of Today (46-52) Local Hardware Stores Windcharger Literature

6. Alberta has unlimited power resources and yet few rural homes have electrical power.

The World of Today (48-52) Studies in Citizenship (97-98) Social Planning for Canada (163-164)

7. Electricity can make farm life less severeand more enjoyable.

The World of Today (48-52)
The Makers of the Modern World (199-207)
A Reader in Canadian Civics (83-89)
Science in Our World of Progress (13-14)

8. A community is a group of people working together for the good of all.

A Reader in Canadian Civics (11-15) Studies in Citizenship (Ch. 2) Reader in Canadian Civics (Int. 11-15)

9. Health clinics and hospitals can be organized to care for the health of the people in a community.

A Reader in Canadian Civics (90-97) Studies in Citizenship (30-32)

10. Schools and school dormitories are often built near the center of the community they serve.

The World of Today (48-56) A Reader in Canadian Civiss (Ch. 7) Studies in Citizenship (Ch. 6)

11. Games on the community sports ground, dances in the community hall, hockey on the community rink enliven the leisure time of the young and old.

The World of Today (55-56) Studies in Citizenship (Ch. 5 & 8) A Reader in Canadian Civics (Ch. 6) Science in Our World of Progress (15-23)

12. Many rural communities establish a library.

A Reader in Canadian Civics (59-66)

13. Nearly every rural community has its church.

Studies in Citizenship (ch. 7)

14. Rural isolation has been broken down by recent inventions, extending the limits of transportation and communication.

The World of Today (51-53)

a. Automobile

Makers of the Modern World (207-215)

b. Newspaper

Calgary Herald Scrap Book

c. Aircraft

Makers of the Modern World (226-242)

d. Telephone

The World of Today

and the latest and th

e. Radio

The World of Today (52)
Makers of the Modern World (216-226)
Adventures in Science (138-164)

f. Rural mail delivery

The Modern World (43-45)

g. Better Roads

March of History (100-106) The World of Today (52)

- h. Trucking services
- i. Pedlars.

#### Living Conditions in Large Centres of Population

1. In the cities a fairly large middle class lives in comfortable homes.

The World of Today (58-60)

2. Many laborers live in dirty hovels.

A Reader in Canadian Civics (105-110) Social Planning for Canada (184-185)

3. The slum areas of large cities, such as London and New York, contain vermin infested, filthy, stinking homes, hardly fit for swine.

A Reader in Canadian Civics (105-110) Social Planning for Canada (22-30)

4. A Modern home should have a complete water, toilet and sewage system.

Studies in Citizenship (24-26)

Modern homes have hardwood floors, plastered walls and stuccoed exteriors.

Science in Our World of Progress (386)

6. Scientific planning precedes building to ensure ease in household duties and a maximum of safety.

The World of Today (58-62)

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7. Insulation of walls may be undertaken by constructing an extra air space or by stuffing the walls and covering the attic floors with preparations such as Mosstex, shavings may be used also.

Mosstex Company, Edmonton Local Lumberyards Our Environment - Use and Control (Int. 244)

8. Air-conditioning systems guarantee a supply of cool, fresh, moist air.

The World of Today (60) Science in Our World of Progress (444) Our Environment 0 Use and Control (174-175)

9. Indirect lighting seems to supply a maximum of efficiency in lighting with a minimum of eye strain.

The World of Today (60) City of Calgary, Electricity Dept. Light Conditioning at Low Cost

10. Houses can be attractively decorated inside and out.

The World of Today (60)

11. Plain in design, colorful and attractive furniture adds to the charm of modern homes.

The World of Today (60-62)

12. Shrubs improve the appearance of the home.

The World of Today (61)

## Social Services Reach the Highest Point in Cities

The World of Today (65-66) (70-71)

1. In cities an adequate police force protects the lives and property of the citizens.

The World of Today (71)
A Reader in Canadian Civics (1-9)

2. Firemen and fire equipment are ready to deal with almost any fire.

The World of Today (70)
A Reader in Canadian Civics (9-17)
The Key to Fire Safe Homes

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3. Main streets are usually paved, side streets should be gravelled.

The World of Today (66-68) A Reader in Canadian Civics (17-24)

4. In cities an elaborate water supply system must be constructed.

World Wide Geographies - VIII (190-193) The World of Today (70-71) A Reader in Candian Civics (24-31) City of Calgary, Waterworks Dept. Studies in Citizenship (23-24)

5. The distribution of electricity within a city is a complicated problem.

A Reader in Canadian Civics (83-89)

6. Gas provides comfortable, convenient heat.

The World of Today (68) Economic Geography - Jones (304)

71 Street cars and busses provide transportation.

The World of Today (66-67)
A Reader in Canadian Civics (74-82)

8. The Postman delivers mail to the home.

The World of Today (70)
A Reader in Canadian Civics (59-66)

9. Many people own telephones. The city telephone system is intricate.

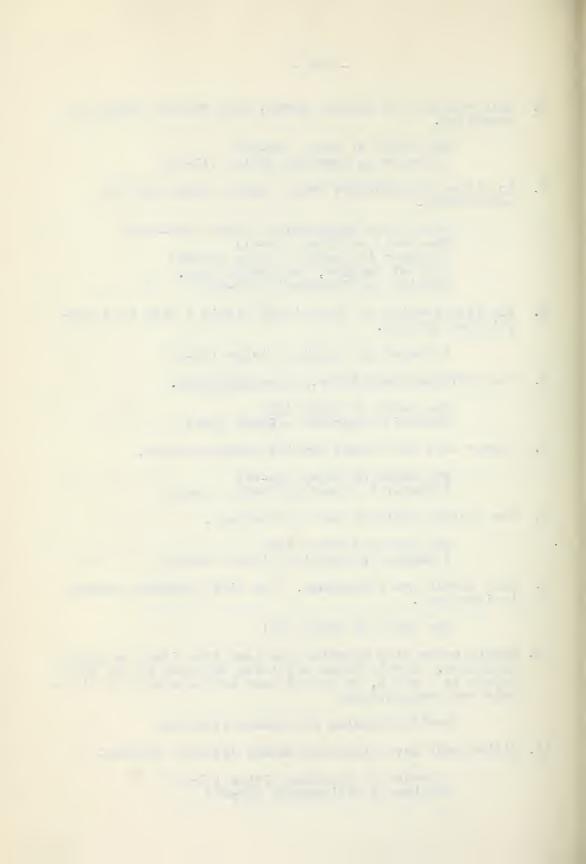
The World of Today (70)

10. Nearly every city operates the last five items as public utilities. Should these utilities be owned by the tax-payers as a whole, or should they be operated by individuals and corporations?

Social Planning for Canada (163-164)

11. Cities must have elaborate sewage disposal systems.

A Reader in Canadian Civics (31-35) Studies in Citizenship (26-27)



12. The city provides trucks and drivers to collect garbage.

A Reader in Canadian Civics (35-38) Studies in Citizenship (27-28)

13. Health Inspectors, usually doctors, inspect premises disposing of food, meat, milk and water to the public.

Studies in Citizenship (24-30) A Reader in Canadian Civics (90-97)

14. The Public Health Board oversees the city health needs.

The World of Today (64-66) Studies in Citizenship (28-30) A Reader in Canadian Civics (90-97)

15. Many cities provide a free Health Clinic where its inhabitants may receive free examination and fee treatment of defects.

Calgary Health Clinic.

16. Sometimes hospitals are owned by the taxpayers. Municipal hospitals are growing in number.

Alberta Dept. of Health, Edmonton.

- 17. Whether publicly or privately owned, hospitals must conform to conditions laid down in the Provincial Health Act.
- 18. Town planning is essential.

Social Planning for Canada (451-455)

19. The Dominion Government has passed laws regulating, controlling or prohibiting the sale of impure foods and adulterated drugs.

The World of Today (68-69)

20. Manufacturers are prosectued frequently for misleading advertising. Newspapers of high character, such as the Red Deer Advocate, refuse to accept advertisements making impossible claims for the product advertised.

The World of Today (69)

21. In cities, more and better schools can offer a wider variety of courses than is possible in rural schools.

A Reader in Canadian Civics (47-59)

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22. Cities can afford a very extensive library.

The World of Today (62-64) A Reader in Canadian Civics (59-66)

23. Parks, playgrounds, rinks and amusement houses are encouraged.

A Readerin Canadian Civics (38-47)

24. Cities harbor many socially progressive voluntary social organizations such as men's clubs.

Studies in Citizenship (ch. 8)

25. The church has organized extensively in cities.

Studies in Citizenship (ch. 7)

26. The Government of a city is composed of the mayor, one or more commissioners, the city council and a city civil service.

A Reader in Canadian Civics (139-145) Studies in Citizenship (ch. 17)

### Rural and Urban Problems

1. During the war prices were very high. Manufacturers paid high prices for factories. Later, lower prices could not sustain the burden of this over-expenditure.

The World of Today (76; 79-80) Social Planning for Canada (40-68)

2. During the war years (1914-1918) wheat rose to more than two dollars per bushel. Many people purchased land at prices corresponding to the price of wheat. When wheat fell to 19¢ per bushel in 1941 farm debts could not be paid.

The World of Today (72-76) Social Planning for Canada (127-138) Economic Geography (ch. 16)

3. Many farmers went into debt to buy power machinery and large herds of pure-bred cattle.

The World of Today (74-75) Social Planning for Canada (133-138)

4. High pressure salesmen encouraged the farmer to buy on the instalment plan. Many purchasers over-committed themselves. Low prices for products made it impossible for them to meet

. 

debt payments.

The World of Today (75)

5. The depression starting in 1929 had impoverished even good farmers by 1933. Prices of farm products collapsed.

The World of Today (74-75) Social Planning for Canada (131-133)

6. Mortgages bearing high interest rates promised to enslave our farming population in financial bondage for life. Many farmers had paid the total value of their land in interest alone and still owed the total principal.

The World of Today (74-75) Social Planning for Canada (141-143)

7. Taxation of debt-ridden farmers became a problem. Especially in dried-out areas, the maintenance of social services became very difficult.

The World of Today (79-80)

8. On the prairies the farmers devised a cooperative selling agency known as the wheat pool to handle their wheat. It too, suffered, but has served the farmers effectively.

The World of Today (80-88) Studies in Citizenship (88a-88d)

9. The U.F.A. Central Cooperative Purchasing Agency in Calgary, provides an example of cooperative purchasing.

Head-Office, Calgary.

10. Many urban and rural communities have established cooperative stores for handling groceries, clothing and oil.

Social Planning for Canada (445-446)

- 11. Mankind, in town and country have been helped by devoted
   servants:
  - a. Edward Jenner discovered vaccination.

Adventures in Science (45-67)
Makers of the Modern World (172-176)
Heroes of Science (111-120)

b. Louis Pasteur - found that disease is caused by germs.

Makers of the Modern World (176-180)

e 1 1  Heroes of Science (120-129) Adventures in Science (9-45)

. c. Joseph Lister - invented an antiseptic.

Makers of the Modern World (183-184) Heroes of Science (138-149)

d. James Simpson - discovered anaesthetics.

Makers of the Modern World (180-183)

e. Pierre and Madame Curie - discovered radium as a cure for cancer.

Makers of the Modern World (187-191) Heroes of Science (70-80)

f. Florence Nightingale - established a standard of nursing.

Makers of the Modern World (165-170)

- g. Reid, Benting and Collip collectively discovered insulin as a cure for diabetes.
- h. Thomas Edison was a great human benefactor.

Heroes of Peace (203-233) Work, Wealth and Happiness of Mankind (500-506) Adventures with Science (85-109)

i. Wilhelm Rontgen - discovered X-ray.

Adventures in Science (109-138)
Makers of the Modern World (185-187)

### Problem Four - Industrialism and Home Life

#### Living Conditions in Rural Areas

- 1. Make a list of modern conveniences often found in a city home but seldom found in a rural home. Why has the rural home lagged?
- 2. Draw an exact sketch showing how a cheap water system may be installed in a rural home. Include complete hot water system, bathroom facilities, kitchen sink and sewage disposal.
- 3. Draw a diagram of and describe in a paragrah the operation of a sewage disposal plant suitable for farm use.
- 4. How can each of these make rural life more enjoyable:
  - 1. sewing machine
  - 2. power cream separator
  - 3. power washing machine
  - 4. vacuum cleaner
  - 5. kitchen sink
  - 6. bath tub
  - 7. inside toilet facilities
  - 8. refrigerator
  - 9. electric radio
  - 10. hot water tank
  - 11. furnace
    - 12.full Basement
  - 13. electric lights.
- 5. Describe how you could fix up a lighting plant by using a gasoline motor, a generator and some storage batteries. Draw a sketch of your power plant. Where would you locate the

- 1 -\* . .

- motor? Is there any way in which you could economize on gasoline consumption by making the motor do other work as it turns the generator? What is meant by the word "Delco"?
- 6. List the uses to which electrical power might be put in the farmyard itself.
- 7. Draw a diagram of a dam used to generate Hydro-Electric Power. What do each of these terms re Boulder Dam mean?
  - 1. bedrock to crest 727 feet
  - 2. crest length 1282 feet
  - 3. head > 585 feet
  - 4. base 660 feet
  - 5. arch-gravity design
  - 6. pressure 45,000 pds. per sq. feet
  - 7. weight of dam 6,600,000 tons
  - 8. cement 5,000,000 barrels
  - 9. steel 51,000,000 pounds
  - 10. cubic yards of concrete 4,400,000
  - ll. diversion tunnels
  - 12. workers 3,500 for three years
    - 13. monthly payroll \$500,000
  - 14. Area 146,500 acres
  - 15. upstream extension 115 miles
  - 16. capacity to every person on earth 5,000 gallons of water.
  - 17. could store total Colorado river flow for two years
  - 18. power 1,835,000 horse-power
  - 19. 15 turbines each of 115,000 horse power

7 --0 7 , , and the second second

- 20. 2 turbines each of 55,000 horse power
- 21. yearly electrical energy 4,330,000,000 kilowatt hours
- 22. budgeted cost \$165,000,000
- 23. self-liquidating scheme 50 year period
- 24. rates charged ½ to 1.63 mills per K.W.H.
- 25. flood control
- 26. irrigation
- 27. water supply to Los Angeles.
- 8. There are really three types of communities:
  - 1. the local community
  - 2. the provincial community
  - 3. the federal community

A community is a group of people working together for the good of all.

9. Tell how the rual community has helped its people. Use these headings:

Health Clinic Picnic Grounds

Hospital Literary Society

Schools Political Clubs

School Dormitories Calf Club

Games Grain Club

Roads Hog Club

Telephones Stores

Libraries Blacksmith Shop

Churches Garage

Dance Halls Bands

Ball Parks

4 . , , . ъ  10. Draw a diagram to illustrate how each of these has broken down the lonely isolation of early farmers:

1. Automobile

7. rural mail delivery

2. Daily paper

8. good roads

3. Weekly paper

9. bus service

4. aeroplanes

10. trucks

5. telephone

11. pedlars

6. radio

12. moving pictures

11. Write a story entitled "The Farmer is no Longer Lonely". use the headings in question number 10.

## Living Conditions in Large Centres of Population

- 1. What is a slum area? Why is it usually filthy? Why are the children in rags? Why did lice, bed bugs and cockroaches thrive in slum areas? Can you name any notable people born in slums?
- 2. How do each of these make a house into a home in the best sense of the word:

1. full bathroom equipment 8. indirect lighting

2. hard wood floors 9. decoration

3. sewage system

10. painting

4. plaster and stucco ll. attractive furniture

5. step-saving kitchen 12. shrubs

6. insulation of walls 13. lawns

7. air conditioning

## Social Services in a City

1. Write a paragraph about each of these to show how important

9 .

#### each is to life in a city:

1. police

13. Health Inspectors & Clinics

2. firemen

- 14. Food Inspectors
- 3. paved streets
- 15. Health Board
- 4. good water supply
- 16. Hospitals
- 5. distribution of electricity
- 17. Schools

6. gas

- 18. libraries
- 19. parks and playgrounds 7. street cars and trolley
- busses
- 20. churches
- 8. mail delivery
- 21. city government

9. telephones

- 22. social clubs
- 10. sewage disposal system 23. voluntary welfare leagues
- 11. collection of garbage
- 12. street cleaning
- 2. Where does Calgary's gas come from? From where does Edmonton's gas come?
- 3. Who selects city police?
- 4. Write a story about the government of the city of Calgary, describing the part played by:
  - 1. Mayor

- 3. Aldermen
- 2. Commissioner
- 4. City Employees
- 5. Describe the governing of a rural municipality. What is a reeve?
- 6. Make a list of all service clubs operative in Alberta and list the voluntary work each performs.
- 7. Make a list of all churches in Canada. What social services do these churches perform? Do they attempt to educate the

4 ~ ----Q , - \* . . 

- public? Who pays the Minister's salary? What education must a Minister have? What is a manse?
- 8. A lot of people still think that Chinese restaurant owners make soup out of cats and use scraps for hash. How could you prove this to be quite untrue? Who inspects public eating places? Who pays for the cost of such inspection?
- 9. List four arguments in favor of "Hospitals Should be Owned by the Municipality".
- 10. Support the contention, "Doctors should be hired by the municipality at so much per month to protect the health of the ratepayers. Operations would be free to all. Even the poor could afford to live."
- ll. What do you think of this statement: "The state should hire dentists to fix the teeth of all people who need dental work done, without making an individual charge. Taxes would be increased to pay the dentists".
- 12. Write a paragraph proving: "In a large city the streetcleaner is as essential as a doctor".
- 13. Why must garbage be collected regularly? (Six reasons)
- 14. List <u>four</u> arguments for and <u>four</u> arguments against the proposition: "The utilities Gas, Heat, Light, Water, Street Railways should be owned and operated by the City of Calgary".
- 15. List ten types of misleading advertising.

# Rural and Urban Problems

- 1. Why was the Rowell-Sirois Commission appointed? Who appointed it? Who sat on the Commission? What recommendations were made? How did the Canadian people respond to the report?
  - 2. Why do prices rise during a war?

· · the state of the same of 

- 3. If a man bought a farm of 640 acres at \$60 per acre in 1918, balance payable in 20 equal payments, interest rate 8%, how much per acre would the farm actually cost before payments and interest were completed? What catastrophe might overtake him in 1932 and 1933?
- 4. Check correct answers. Farmers were poor by 1933 because:
  - 1. they were poor business men
  - 2. farm prices fell
  - 3. they were too lazy to milk cows
  - 4. Wheat hit an all-time low of 19¢ per bushel
  - 5. taxes were too high
  - 6. high pressure salesmen persuaded them to buy too much

- 7. debts were too high
- 8. mortgage companies foreclosed
- 9. too many schools were built
- 10. provincial government was wasteful
- 11. they failed to ocoperate.
- 5. Make a list of these names and beside each name list the benefits secured to mankind by him:
  - 1. Edward Jenner
  - 2. Louis Pasteur
  - 3. Joseph Lister
  - 4. James Simpson
  - 5. The Curie Family

- 6. Florence Nightingale
- 7. Reid, Banting, Collip
- 8. Thomas Edison
- 9. Wilhelm Rontgen
- 10. Luther Burbank

6hoose from this list:

electric lights

X-rays

vaccination

food-plant grafting

cure for hydrophobia

moving pictures

antiseptics

gramaphones

chloroform

insulin

cure for cancer

nurses code of honor

. 

#### Problem Five

How Britain and Canada have Developed a System of Democratic Governments.

Changing Governments and Changing Cultures (627-638) We are Canadian Citizens (ch. 1 - IV) The World of Today (217-220)

The Development of the British System of Parliamentary Government.

1. Political parties arose in England.

Changing Governments and Changing Cultures

2. Political parties usually hold nominating conventions to choose a candidate to represent them in the approaching election.

The World of Today (249) Canadian Civics (57-60)

3. The candidate holds public meetings to explain his party's platform to the voters.

Canadian Civics (57-58)(60-61)

4. On election day voters choose their representative by means of secret ballot.

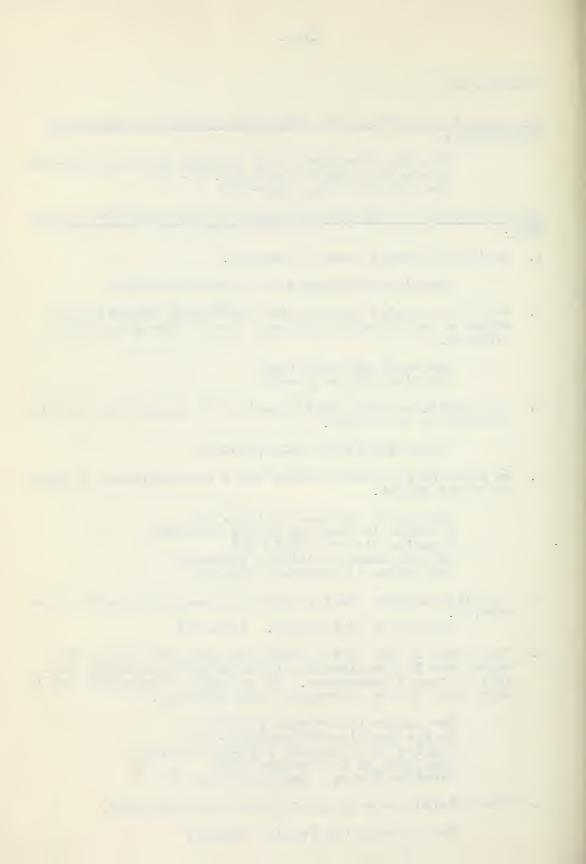
Studies in Citizenship (180-185) A Reader in Canadian Civics (133-138) Canadian Civics - Topic VII We are Canadian Citizens (208-209) How Canada is Governed (108-112)

- 5. A political party usually chooses a leader at a party convention.
  Studies in Citizenship. (176-177)
- 6. The leader of the party gaining the greatest number of supporters in the election, is asked by the Governor General to form a Government, If he forms a Government and is sworn into office he becomes Prime Minister.

How Canada is Governed (89-91)
We are Canadian Citizens(211-212)
Studies in Citzenship (147-148) (ch.4)
The Story of Our People (271)
Canadian Civics - Jenkins (Topic 5)

7. Robert Walpole was Britain's First Prime Minister.

The Story of Our People (324-329)



8. Those who are chosen by their leader to aid in the operation of Bovernment are called the Cabinet Ministers. They act as managers of Government Departments. They must have seats in the House of Commons or in the Senate.

Studies in Citizenship (172-176) (178-179) The History of Our People (273) How Canada is Governed (86-89)

9. We have representative Government which means we are represented in Parliament by some member of Parliament.

Studies in Citizenship (185-193) The Story of Britain and Canada (140)

101 We have Responsible Government which demands that the Cabinet resign when it fails to obrain the support of a majority in the House of Commons.

> Study in Citizenship (147-155) The World of Today (251-252) The Story of Britain and Canada (140)

11. Our Parliamentary Government passes lass by a majority vote of Members of Parliament. A majority must be gained in the House of Commons and in the Senate.

Studies in Citizenship (165-171)
The Story of Our People (270-271)
How Canada is Governed (100-105) (ch.4)
Canadian Civics - Jenkins (Topic 4)
A Reader in Canadian Civics (154-155)

12. Deliberations in Parliament are recorded in Hansard.

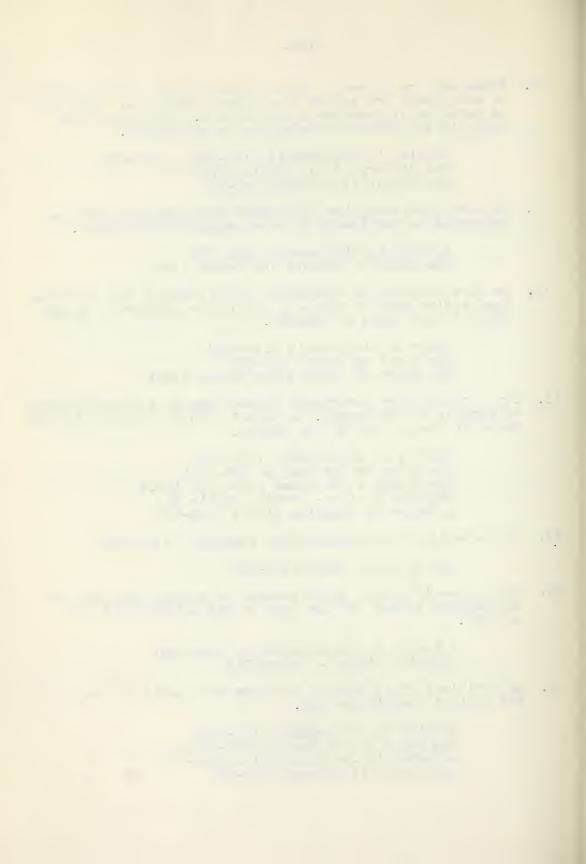
The World of Today (252-253)

13. Once a law os passed by Parliament it becomes the duty of the Cabinet to put the law into practise throughout the country.

A Reader in CanadiannCivics (155-160)
Canadian Civics - TopiceVIII

14. An efficient Civil Service provides the machinery whereby the Cabinet administers law.

Studies in Citizenship (177-178)
The Story of Our Beople (273-274)
A Reader in Canadian Civics (160-161)
How Canada is Governed (91-93)



15. The whole Cabinet sits once per week to discuss the state of our country and to propose remedies. The Cabinet usually decides what legislation will be enacted at any session of Barliament.

A Reader in Canadian Civics (157-160) A Social History of England- Guest (239-241)

16. The Cabinet system of Government arose because the administration of public affairs became complex and required the hands of specialists.

Studies in Citizenship (148-150)
The Story of Britain and Canada (81-82)
Changing Governments and Changing Cultures (229-235)

17. A Federal Union such as ours in Canada gives certain powers to provinces.

Studies in Citizenship (16-1163)
A Reader in Canadian Civics (152-153)(182-183)
The World of Today (249-250)
The Story of Our People (271)
How Canada is Governed (36-50)-(ch.5)-(174-185)

18. The Provincial Administrations look after those affairs pertaining to a articular province.

Our Country and its People (224-226) Studies in Citizenship (ch. 16) A Reader in Canadian Civids (145-152)

- 19. Municipal Governments manage the affairs of local communities.
  - Studies in Citizenship (ch. 17/

    A Reader in Canadian Civics (139-145)
    Our Country and Its People. (ch. 24-25)

## This System of Government Arose in England

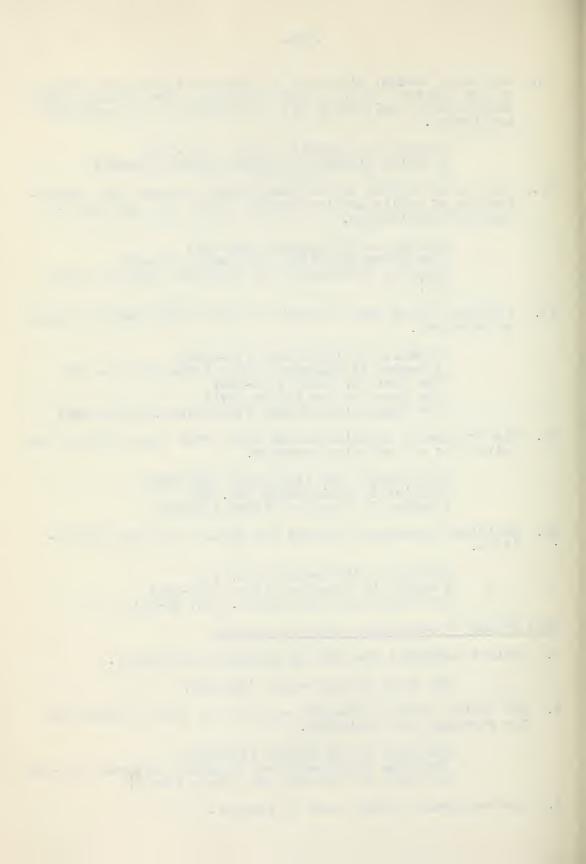
1. England developed the Cabinet system of Government.

The Story of Our People (221-223)

2. The English people struggled against the king to establish the supremacy of Parliament.

The Story of Our People (184-221)
Changing Governments an Changing Cultures (162-180)
The Story of Britaina and Canada (65-75)

3. The Parliament system arose in England.



The World of Today (220-224) Changing Governments and Changing Cultures (155-161)

4. George III struggled to regain the lost power of the king. He lost the American Colonies.

The World of Today (223-224)
The Story of Britain and Canada (83-85)

5. Under William Pitt democratic forms were restored.

The Story of Our People (329-332)
Modern Times (ch.2)

The Control of Parliament was Wrested from the Hands of the Priviliged Few between 1832-1929.

The World of Today (224-234)

1. Prior to 1832 the control of Parliament was in the hands of a small clique of wealthy land-owners and bribers of all types.

The Story of Our People. (316-318)
The Changing Governments an Changing Cultures (235-240)
A Social History of England - Guest (239-244)
Days of Democracy (78-83)

2. The landowners fought against the Reform Bill of 1832 which increased the number of voters from 2% to 5%.

The Story of Britain and Canada (86-87)
Changing Governments and Changing Cultures (240-244)
(246)
A Social History of England (244-246)

3. The Chartists did not win their demands.

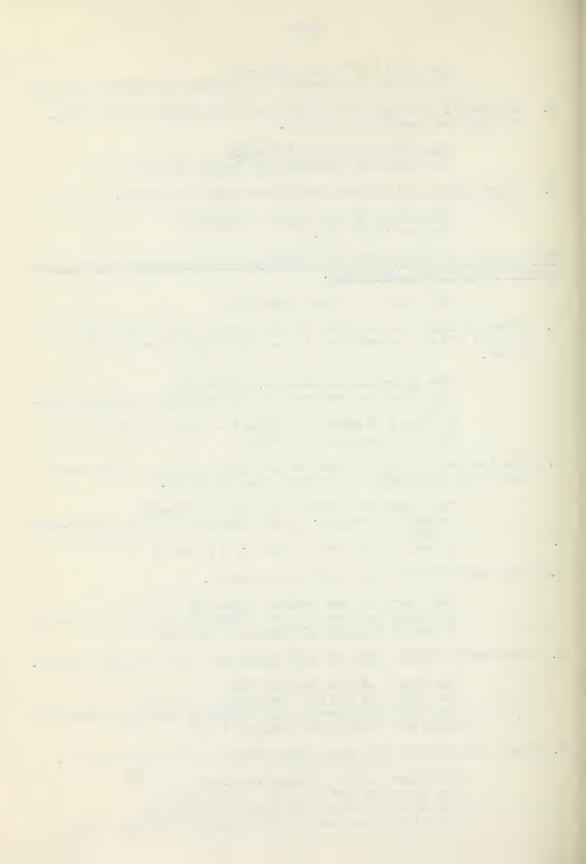
The Story of Our People (318-319) Changing Governments and Changing Cultures (246-249) A Social History of England (246-249)

4. The Second Reform Bill of 1867 gave the vote to city workers.

The Story of Our People (319)
The Story of Britain and Canada (89-90)
Changing Governments and Changing Cultures (248-251)
A Social History of England (249)

5. The Third Reform Bill gave the franchise to rural workers.

The Story of Our People (319-320)
The Story of Britain and Canada (251)
The Social History of England (250-251)
Changing Governments and Changing Cultures (251)



6. In 1872 the Ballot Act provided for secret ballot.

Changing Governments and Changing Cultures (250) A Social History of England (250)

7. The Parliament Act of 1911 reduced the power of the House of Lords to a shadow.

The Story of Our People (320-323)
The Story of Britain and Canada (91-92)
Changing Governments and Changing Cultures (251-252)
A Social History of England (251)
Days of Democracy (240-242)
The Third Storey (273-274)

8. Emmeline Pankhurst demanded votes for women.

The Story of Our People (232)
Changing Governments and Changing Cultures (252-253)

9. The war stimulated a demand for woman su frage.

Days of Democracy

10. The Representation of the People Act, 1918 gave the vote to women 30 years of age.

The Story of Our People (323)
The Story of Britain and Canada (91-93)
A Social History of England (251)

11. Stanley Baldwin's Flapper Act placed Women's franchise on equality with male voting rights.

A Social History of England (251)

12. Under Ramsey MacDonald and the Labor party the workers of Britain controlled their Government.

The Story of Our People (323) (352-356) The Story of Britain and Uanada (132-133)

- 13. Three men are remembered in connection with Universal Suffrage:
  - 1. Benjamin Digraeli

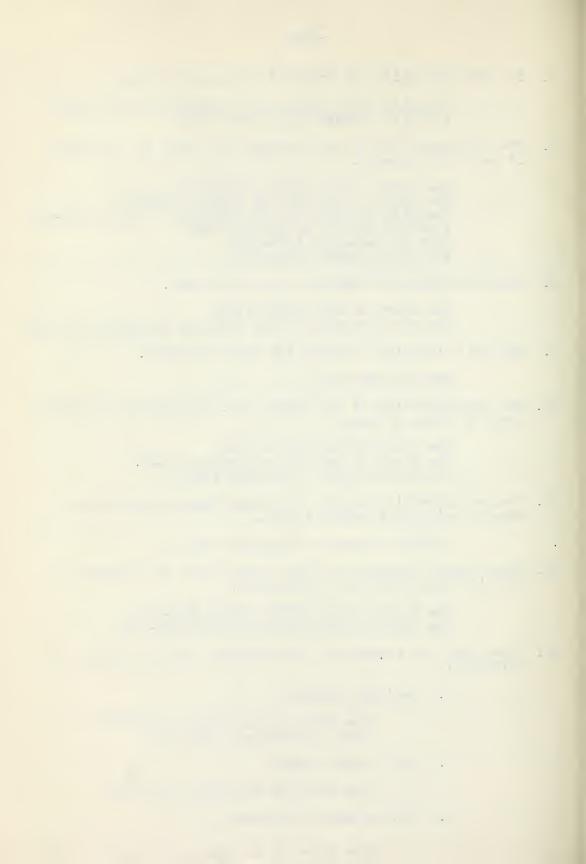
The Story of Our People (345-347)
Days of Democracy (143-146)

2. David Lloyd George

The Story of Our People (347-351)

3. William Ewart Gladstone

The Story of Our People (338-342)



# Days of Pemocracy (146-148)

14. Has British Democracy Dermitted progress?

Days of Democracy (209-293)

# Canada was forced to Struggle to Gain Complete Democracy

1. Britain feared to grant sel-government to a colony having a dual nationality problem.

The World of Today (234-237)
History of Canada - Grant (120-123)

2. The Quebec Act of 1774 was an attempt to reconcile the French to British rule.

The World of Today (237)
History of Canada - Grant (123-127)
The Story of Our People (226-230)
The Story of Britain and Canada (152-156)
Some Pages from Canada's Story (212-213)
How Canada is Governed (13-17)

3. The Constitutional Act of 1791 divided Canada into two provinces; Upper and Lower Canada.

How Canada is Governed (19-22)
The Story of Our People (241-246)
The World of Today (237-238)
The Story of Britain and Canada (156-160)
History of Canada - Grant (ch. 13)

4. The Coming of the Loayalists brought a demand for a power-ful Assembly or a body corresponding to our House of Commons.

The Story of Our People (231-241)
The Story of Britain and Canada (88-96)

5. Canada's Government was controlled by privileged classes.

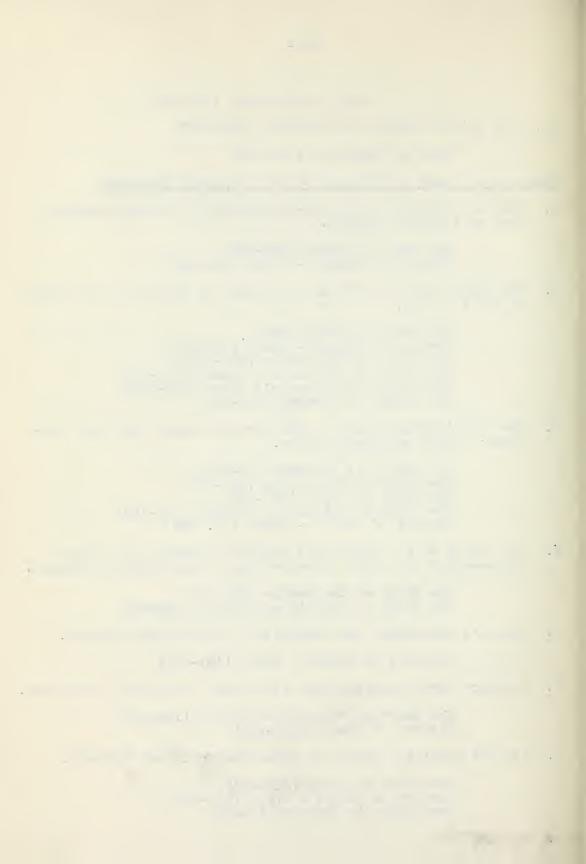
History of Canada - Grant (181-183)

6. A Reform Party protested all violations of British principles.

The Story of Britain and Canada (160-165 History of Canada (1889195)

7. In 1837 rebellion broke out under Mackenzie and Papineau.

The World of Today (237-241) History of Canada - Grant (170-196) How Canada is Governed (22-23)



8. The Act of Union was passed in 1841.

The World of Today (241-242)
The Story of Our People (247-254)
The Story of Britain and Canada (142-143)(168-170)

9. Lord Durham's report on Canada's problems was a vital document in our history.

The World of Today (242-243)
The Story of Britain and Canada (164-165)
History of Canada (190-196)

10. Responsible Government in Canada triumphed under Lord Elgin.

How Canada is Governed (23-25) The Story of Britain and Canada (170-172) The History of Canada - Grant (204-205)

11. The Governor General must obey the Canadian Parliament re laws.

Studies in Citizenship (163-165)

# Certain Leaders are Outstanding in Support of Responsible Government.

1. William Lyon MacKenzie fought for reform in Upper Canada.

Some Pages from Canada's Story (289-291)

2. Baldwin and LaFontaine were cool-headed reformers.

History of Canada (202-203) Some Pages from Canada's Story

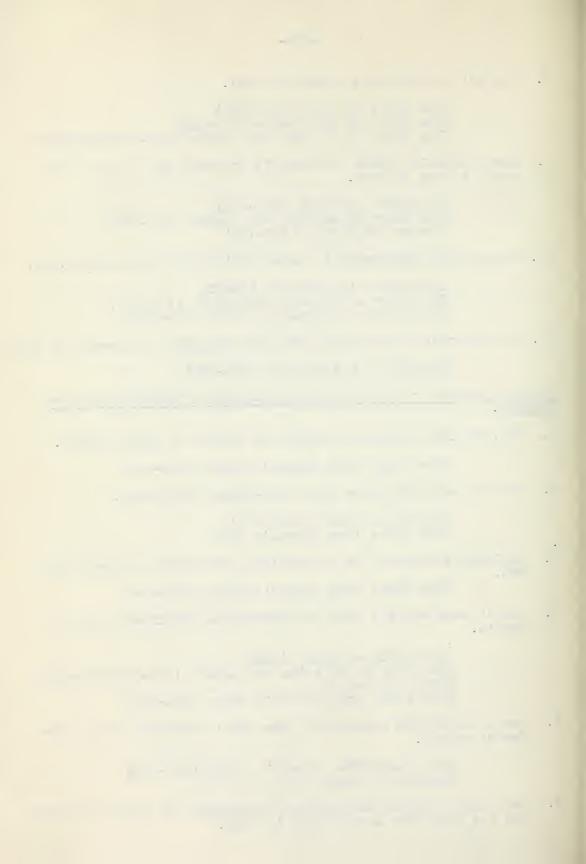
- Papineau struggled for responsible Government in Lower Canada.
   Some Pages from Canada's Story (292-294)
  - Some rages from Canada S Story (SSS-SSF)
- 4. Jospeh Howe was the hero of Responsible Government in Nova Scotia.

The World of Today (243)
The Story of Britaina and Canada (145-148)(165-167)
Makers of Canada
Some pages from Canada's Story (294-297)

5. Lord Durham died a martyr to the cruel reception of his now famous report.

Some Pages from Canada's Story (297-300) Makers of Canada

6. Lord Elgin ensured Responsible Government for Canada by signing the Rebellion Losses Bill in 1849.



Studies in Citizenship (157-158) The Stary of Our People (261)

7. At the Quebec Conference of 1864 resolutions regarding Confederation were drawn up.

Studies in Citizenship (158-159) The Story of Our People (261-262)

8. The British North America Act proclaimed July k, 1867, made a Federal Union of the Dominion of Canada.

The Story of Britain and Canada (183-186) Some Pages from Canada's Story (355-359)

9. Canada expanded from "sea to sea".

How Canada is Governed (10-11)
The Story of Our People (274-280)(387-396)
The Story of Britain and Canada (66-69)
Some Pages from Canada's Story (359-362)

10. For this Union the Fathers of Confederation were largely responsible.

The World of Today (245-248) Story of Our People (262-269)

11. Canada has played a leading role at Imperial Conferences.

We are Canadian Citizens (225) Kingway History - IV (chl25)

12. During the World War, Canada placed 500,000 men on the battle-fields of Europe.

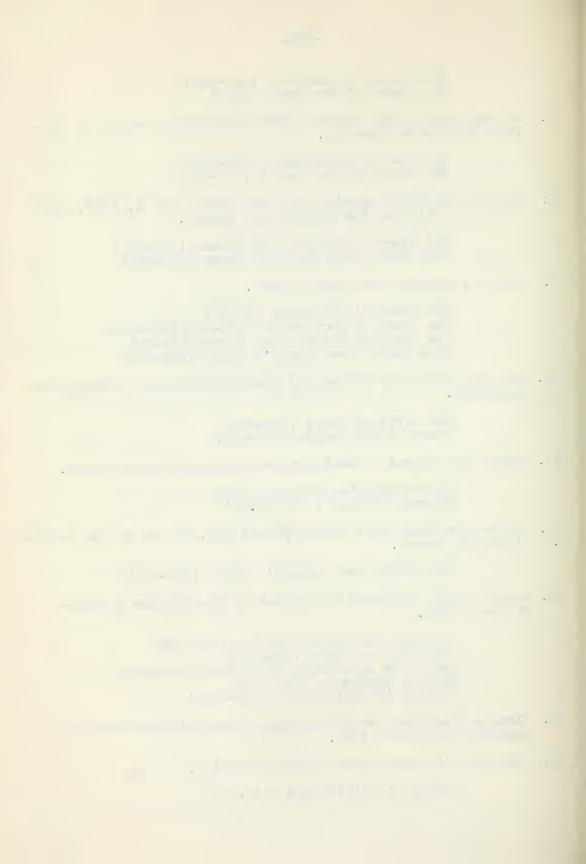
Some Pages from Canada's Story (425-433)

13. Canada gained complete Nationhood by the Statute of West-minster, 1931.

A Reader in Canadian Civics (162-168)
The World of Today (256-264)
The Story of Britain and Canada (203-204)
Days of Democracy (208-213)
Studies in Citizenship (197-201c)

- 14. Canada exercised her Nationhood by declaring war against germany, September 1939.
- 15. Canadian citizens have rights and duties.

Studies in Citizenship (ch.21)



### Problems of Democracy.

- 1. All voters haould be trained specifically along social lines.
- 2. Democracy will function more efficiently when our representatives are required to have a definite range of economic and social and political knowledge.
- 3. Voters must learn to exercise their franchise without prejudice.
- 4. Specialists have their place in the civil service as advisers, but they should not supplant the duties of the Members of Parliament.
- 5. Political parties too often become the tools of small cliques of moneyed interests.
- 6.2 Noisy organizations often wield too great an influence on Government decisions.

# Recent Canadian Leaders have Hastened Canada's Nationhood.

1. Sir Wilfrid Laurier was a renowned Canadian.

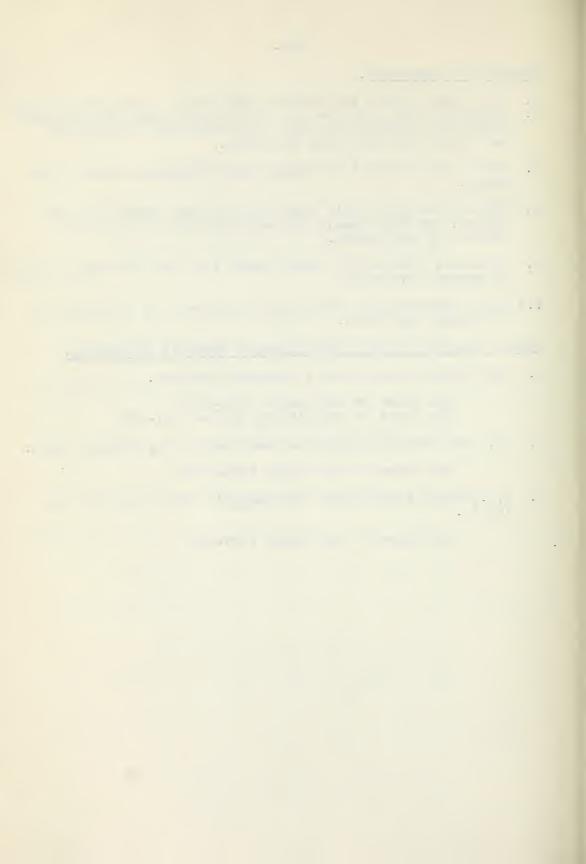
The Story of Our People (367-373)
The Story of Britain and Canada (191-195)

2. Wm. Lyon Mackenzie King has been Premier for fifteen years.

The Story of Our People (374-377)

3. R.B.Bennett from Calgary was Canada's Imperialist of the 1930's.

The Story of Our People (377-379)



### Some Tests on Problem Five

Which of these are political parties and explain the meaning of each term:

Liberal

A.F. of L.

Labor

I.W.W.

The C.I.O.

U.M.A.

Whigs

New Democracy

C.C.F.

Communist

Social Credit

Independent Labor Party

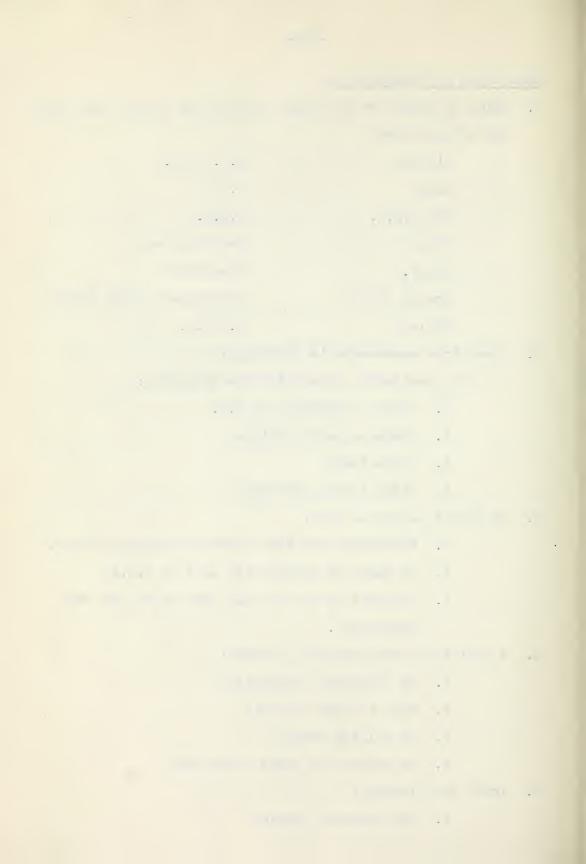
Tories

C.G.T.A.

2. Check true statements in following:

At a nomination convention the delegates:

- a. elect a candidate as M.P.
- b. Choose a party nominee
- c. raise funds
- d. fight their opponents
- 3. By secret ballot we mean:
  - a. to whisper our vote to the returning officer.
  - b. to mark our ballot with an X or 1,2,3
  - c. to stand up in the hall and say "I vote for MacDonald".
- 4. A political party chooses a leader:
  - 1. At a national convention
  - 2. vote through the mail
  - 3. by pulling sticks
    - 4. by having the banks select one
- 5. After and election:
  - 1. the defeated premier



- 2. the leader of the opposition
- 3. the leader of the people
  - 4. the leader who has the greatest number of elected followers ..... becomes Prime Minister
- 6. Robert Walpole was:
  - a. Britain's first Premier.
  - b. opponent of South Sea Bubble
    - c. Premier during the Great War
    - d. a manufacturer of Cod Liver Oil
- 7. Cabinet ministers:
  - 1. have seats in local councils
  - 2. must be members of the Senate or House of Commons
  - 3. act as heads of departments of government.
- 8. The Cabinet must resign when:
  - 1. the premier dies
  - 2. it loses a majority in the House of Commons
  - 3. Hansard says it must
  - 4. the Cabinet rows.
- 9. Write a paragraph on representative government.
- 10. Write a short story on the topic:

"Responsible Government and What it Means".

11. Full the blanks:

An Act must be voted on ..... times before being passed by the House of Cammons . Then it is sent to the . ..... If the ..... makes any change the bill must be re-passed by the ..... to pass, a bill must ..... a majority in the House of

d .  The final terms of the bill are ...... by the legal experts of the crown. The bill becomes law when it is signed by the ..... who represents the ..... in Canada. The bill is then put into action by some ..... minister aided by the Civil Service.

#### 12. Hansard is a:

- 1. handbook of parliamentary rules
- 2. a story of Parliaments history
- 3. a record of debates
- 4. a story of old women warring.
- 13. The real work of carrying laws into effect is done by:
  - 1. the Premier
  - 2. the lawyers
  - 3. the Civil Servants
  - 4. Professors.
- 14. Cabinet ministers meet under the Chairmanship of the Premier to:
  - a. frame laws
  - b. decide on the best policies fro Canada
  - c. to gag parliament.
- 15. Which of the following duties is performed by each of the following bodies:

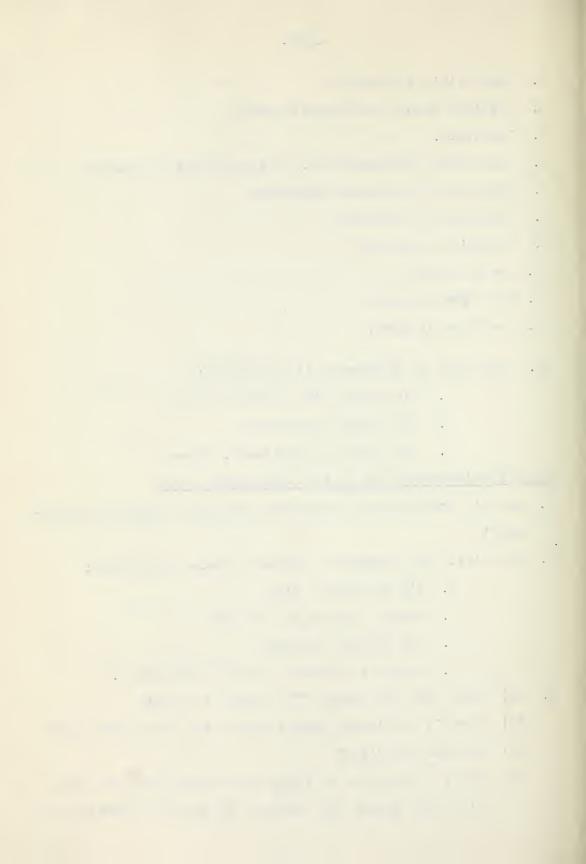
Federal Government
Provincial Government
Municipal Government

- 1. The Defense of Vanouver Island
- 2. Hours of Labor in Halifzx

- 3. Speed limit in Calgary
- 4. A bridge across the Detroit River
- 5. The C.N.R.
- 6. The Mastern Irrigation Co. of Alberta and its Canals
- 7. The Date of Provincial Elections
- 8. The busses in Edmonton
- 9. Education in Quebec
- 10. The Air Force
- 11. Radio Wave Lengths
- 12. The Price of Bacon
- 16. What kind of Government is located in:
  - 1. The Regina City Council Chamber
  - 2. The Quebec Legislature
  - 3. The House of Parliament, Ottawa

# Where Parliamentary and Cabinet Government Arose

- 1. How did British kings originate the idea of Cabinet Government?
- 2. The Civil War occurred in England because parliament:
  - a. did not want a king
  - b. wanted control of the army
  - c. had control of money
  - d. wanted to choose a wife for Charles I.
- 3. (a) What part did George III attempt to play?
  - (b) Why did parliament permit George III to run the show?
  - (c) Who was Grenville?
  - (d) Write a paragraph of eight lines explaining how Grenville and George III combined to lose the American col-



#### onies.

- e. What did Wm. Pitt say about their actions?
- 4. Match these:
  - (1) First Reform Bill Secret Voting
- (2) Second Reform Bill votes for women 30
  - (3) Third Reform Bill votes for women 21
  - (4) Representation of the People's Act

1918 votes for factory owners

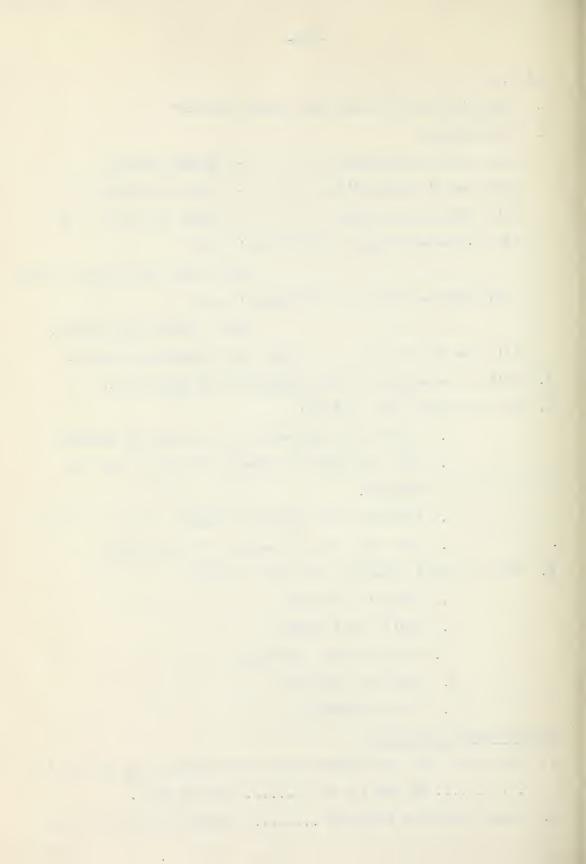
(5) Representation of the Prople's Act

1928 votes for farmers.

- (6) The Ballot Act votes for industrial workers.
- 5. Write a paragraph on the demands of the Chartists.
- 6. The Parliament Act of 1911:
  - 1. restricted the power of the House of Commons
  - 2. Made the House of Commons the real ruler of England.
  - 3. increased the numbers of Lords
  - 4. gave the Commons control of money Bills
- 8. Write a brief paragraph on each of these:
  - 1. Benjamin Disraeli
  - 2. David Lloyd George
    - 3. William Ewart Gladstone
  - 4. Emmeline Pankhurst
  - 5. Ramsay MacDonald

# William Ewart Gladstone

- 1. Gladstone went to a school where the headmaster believed in ...... On One day he l..... over 80 doys.
- 2. Later Gladstone attended ..... There he was noted for





On this map show:

1. Where the Unite Empire Loyalists settled.

2. Names of Canadian industrial centres

3. Provincial legislatures location

Charlottetown.

Quebec City Ottwaa 5.



	his power of
3.	He was elected to inll833
4.	Gladstone entered Parliament as a member of the
	party.
5.	Gladstone supported in his abolition of the
	laws in 1846.
6.	Gladstone passed a bill dis-establishing the Church
7.	Gladstone passed:
	Irish Land Act
	Elementary Education Act
	Ballot A t 1872
	Second Irish Land Act
	Third Reform Bill 1884
Wha	t did each Act do?
8.	To help the Irish he brought in a bill called
	to give the Irish the right to Govern themselves.
9.	When Gladstone was years of age he became Pre-
	mier for the time.
0.	He made his last speech in Parliament in 1894 when he was
	years old and died in the year at the age
	of years.
1.	He was called the ""
ana	da and Parliament
. 1	Mate the following pairs:
	a. Quebec Act - demand for assemblies
	b. Constitutional Act - Reform Party
	c. Loyalists - a Famous report
	d. Mackenzie - Rebellion in Upper Canada

· No tores

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.....

- e. Privileged class
- two provinces

f. Papineau

- reconcile French

g. 1841

- Family Compact

h. Joseph Howe

- Responsible Government

i. Lord Elgin

- Act of Union

j. Lord Durham

- Responsible Government in Nova Scotia
- k. Montgomery's Tavern Rebellion in Lower Canada
- 2. List the terms of the Quebec Act.
- 3. Why did the Loyalists leave the United States? Where did they settle in Canada?
- 4. Write a paragraph entitled:

"Mackenzie, The Family Compact and Reform".

- 5. Tell the story of Papineau's Life, to the class.
- 6. List four main recommendations of the Durham Report.
- 7. Underline the correct statement:
  - a. The governor general can control Parliament.
  - b. The governor general can dismiss a Premier.
  - c. The governor general is chosen by the Government.
  - d. The governor general must obey the Government.
- 8. Write a paragraph on: "Joseph Howe of Nova Scotia".
- 9. List five causes that drove Canada toward Confederation.
- 10. Match these pairs:
  - a. The Great War
- French Canadian Premier
- b. Sir John A. MacDonald Liberal Leader
- c. Declaration of War-1939 N.B. Confederationist
- d. Fathers of Confederation July 1, 1867

*\** 0 2 . . . . n. 

e. Sir Wilfrid Laurier	- Maritime Conferences						
f. George Brown	- Imperialist from Canada						
g. Hansard	- Statute of Westminster						
h. British North America Act	- National Policy						
i. Tupper	- Premier of Canada						
j. Rowell-Sirois Report	- Canadian soldiers in Europe						
k. Etienne Cartier	- Leaders of a United Canada						
1. Wm. Lyon Mackenzie	- Report of Devts						
m. Canadian Nationhood	- notable French Canadian						
n. R. B. Bennett	- Investigation of Provincial-						
	Dominion relations						
o. Charlottetown Conference	- Exercise of Nationhood						
B. Bennett							
Richard Bennett was born in th	ne province of						
During his early life he was a	a						
Later he went to							
In 1898 Mr. Bennett was elected as member of the Legislative							
Assembly of the							
In 1911 he was elected to the	of Ottawa as a						
Conservative opponent of Lauri	ier's scheme for						
with the U.S.A.							
Under Mr. Meighen he was Minis	ster ofand later						
Minister of							
In he was elected leader of theparty							
at a party convention held in							
In 1930 R. B. Bennett was elected 3of Canada.							
He believed prosperity would come from the imposition of							
high							

R. 1.

2.

3.

4.

5.

6.

7.

8.

10. In 1932 the was held at Ottawa	
and to it came delegates from all parts of the British Espire	
11. In the elections of the Conservatives were defeated,	
and the Premiership of Canada passed from to	
•••••	
12. Mr. Bennett is now about years of age and is in London	
directingwork under the supervision of Lord	
David Lloyd George	
1. Lloyd George's father was a and he died whe	n
Lloyd George was years old.	
2. He had an uncle who was a who saw to it that he got	
an education. He became a	
3. In 1890 David Lloyd George was to the British House	
of Commons.	
4. In he became Chancellor of the	
5. In 1909 Lloyd George offered Parliament his famous budget which	h
taxed large It was passed by the House of	
but the House ofthrew it out. An election was call	еđ
to obtain theof the electorate and the	
under Mr. H. Hwere returned to power.	
6. He was a prime power behind the Farliament Act of 1911 which	
declared:	
1	
2	
3. ,	
7. In 1911 Lloyd George's National Insurance Act provided:	
1	
2	

8.	During the Great War, Lloyd George was placed in charge of
	the Ministry of to promote increased production in
	shells.
9.	In 1917 he becamevv. of England.
10	. In the elections of 1918 he wasand represented
	England at the Peace which produced the Treaty of
	•••••
11	. In 1922 the Irish Bill was passed creating
	the
12.	. He passed the Representation of the People's Act, 1918, to
	give the vote to women years of age and over.
13	He resigned as Premier in
14.	Lloyd George laterCanada.
15.	. He is one of the world's mostandspeakers.
16.	. He was distrusted in Britain after the war because he promised
	to the Kaiser, to makepay huge
	amounts of money and in 1922 he nearly ledinto the
	war against Turkey.
Ber	njamin Disraeli
1.	Benjamin Disraeli was of extraction.
2.	He became interested in stories.
3.	In he was elected to as a member of the
	party.
4.	The first time he spoke in Parliament he wasdown.
5.	In 1852 he became of the
6.	In 1867 he was responsible for the passing of the
	Reform Act which gave the vote to

• • • • . . . . . . . . \* . n o . a r n r . o p . o e . h 

He became Premier in .....

3.	In 1874 h	e spent	\$20,000,000	to	buy	half	the	shares	in	the

- 9. In 1875 he declared Queen Victoria, Empress of ......
- 10. Russia and Turkey were at war and Disraeli did not want to see Turkey beaten. Russia made .......... when England started to arm. However the ........ was too favorable to Russia and Disraeli faced Russia to ........ much of the treaty at a general meeting of European statesmen held at .......... in 1878 and known as the Congress of Berlin.
- 12. Disraeli dreamed of a great ..... Empire.
- 13. He died in......

7.

30 -- - 10 --\*\*\*\*\*\*\*\*\*\* 2 · · · · · · · · · · · · · · · · A 4 3 4 3 2 

#### PROBLEM SIX

# How Modern Industrialized Nations Produce and Distribute Goods

## Buying and Selling

1. In the early days of the "Wild West" exchange of goods was based upon barter.

The Modern World (93-94) An Introduction to Business (277) Our Business Life (25) The World of Today (101-102)

2. Money replaced pure barter as a means of exchange. But skins, tobacco, salt, etc., was the first money.

The Modern World (94-95)
An Introduction to Business (277-278)
Our Business Life (25-26)
World Wide Geographies - VIII (286-290)

3. Metals, such as gold, became the standard by which the value of money was gauged.

The Modern World (96) Introduction to Business (278) World Wide Geographies - VIII (286-288) The World of Today (103)

4. The Bank of England is the greatest financial institution in England.

The Modern World (98)
A Social History of England - Guest
The World of Today (103-106)

5. Canada's banking laws are severe and have restricted-charters to a few companies. Failures seldom occur.

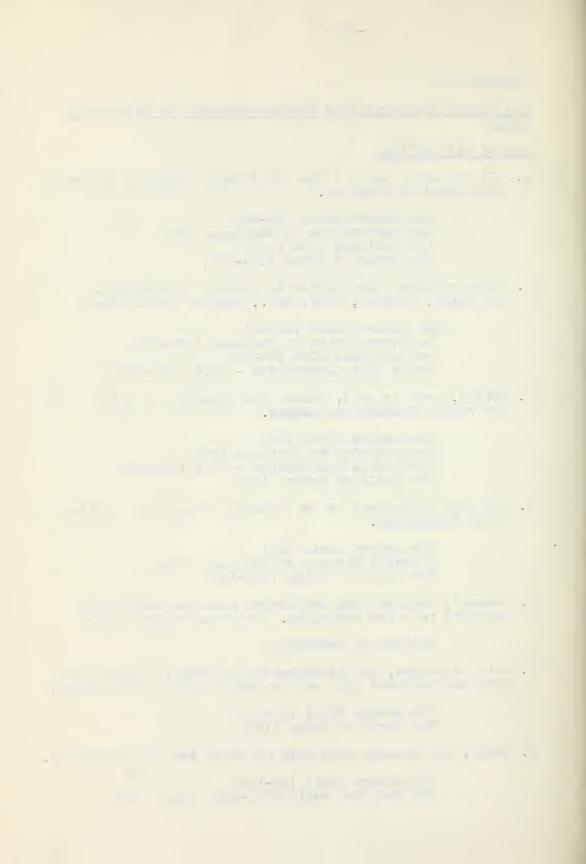
McGibbon's Economics

6. Gold is scarce, and inconvenient as money. Paper currency has replaced gold as the actual medium of exchange.

The Modern World (96-98) The World of Today (105)

7. Today, few nations have gold as basis for their currency.

The Modern World (98-100)
The Post War Werld (131-132) (460) (482)



8. It is claimed a paper currency can be based on the production of goods.

Social Credit - Douglas

9. Inflation results when people lose confidence in the Nation's currency and refuse to trade their goods for it.

The Modern World (272-274) (510-512)

# Production of Goods

 The manufacture of an automobile and its sale show how many costs enter into production, transportation and distribution of products.

An Introduction to American Civilization (ch. 14)
Kingsway Geographies - IV (ch. 8)

2. A list of the total costs entering into the production of linen shows the final cost as made of:

a. - cost of raw materials

b. - factory costs

c. - transportation costs

d. - wholesale costs

e. - retail costs

Kingsway Geography - IV (ch. 14) The Cultivators (153-155) World Wide Geographies - VIII (263)

3. The packing plant industry shows the variety of available by-products.

The World of Today (166-114)

4. The drilling, piping, refining and distribution of oil provide an example of many costs.

An Introduction to American Civilization (ch. 9)
Kingsway Social Geographies - IV (ch. 10)
World Wide Geographies - VIII (198-200)

- 5. The story of transformation from raw cotton to cloth shows the final cost per yard made up of:
  - a. farm machinery costs
  - b. costs of farm labor
  - c. cost of land
  - d. transportation costs

, ę ę  e. factory costs

f. wholesaler charges g. traveller's expenses

h. retail costs

i. profits

A History of American Civilization - Rugg (Ch. 28) World Wide Geographies - VIII (208-223)

6. A list of the elements in the cost of producing rubber tires demonstrates the fact that the consumer pays for hundreds of costs in the final price paid.

World Wide Geographies - VIII (158-166)
An Introduction to American Civilization
(574-577)
The Modern World (143-146)

7. "Production for profit" supporters claim that necessary goods will be produced more effectively and more efficiently when profits are permitted.

Work, Wealth and Happiness of Mankind (536-542) (320-321)

8. "Production for use" proponents urge that many necessary goods are not produced because the people who need them cannot afford to pay profits. It is claimed also that where profits are paid consumers must be content with less.

Social Planning for Canada (246-248) The Outline of History (1104-1105) Man's Achievement - II (494-498) Changing Governments and Changing Cultures (213-224)

9. A system of planned prduction might eliminate such abuses as over-production, under-production, unemployment.

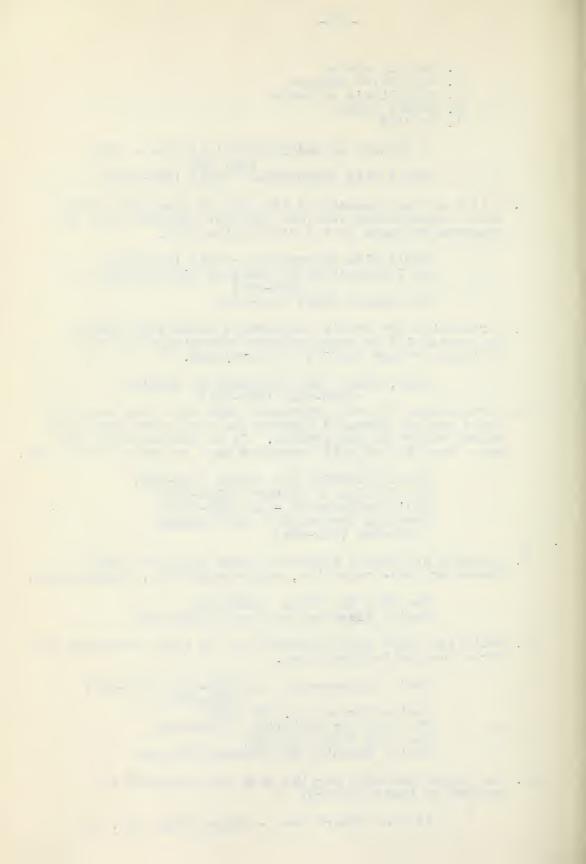
The Post War World (462-470) Social Planning for Canada (215-240)

10. Socialism urges state ownership or at least oversight and worker controlled factories.

Man's Achievement - II (496-498) (555-557) (563-564)
Inside Europe (ch. 25) (327)
The Case for Socialism - Henderson
Post War World (114-115)
Social Planning for Canada (241-268)

11. Can large factories survive when they consider the welfare of their workers?

Life of Robert Owen - Modern Times (ch. 10)



Changing Governments and Changing Cultures (208-211)

12. Can depression be prevented?

The Modern World (ch. 29)

13. What answer besides war is there for unemployment?

Post War World (139-143)

14. How far is Government control necessary over business to protect the welfare of the people?

Work, Wealth and Happiness of Mankind (536-548) (320-321)
The World of Today (126-131)

#### Large Business and Industrial Organizations

1. Two hundred years ago the machinery of production was in the home.

The March of History (17 Cent.) (32-40) Our Modern World (78) The World of Today (143)

2. Today intricate and expensive machinery are required to make even the simplest articles.

A History of American Civilization (ch. 20) Our Modern World (78-80)

5. Large scale production is usually undertaken by a corporation which sells stock to raise money to finance its undertaking.

A History of American Civilization (ch. 21) Our Modern World (80-82) An Introduction to American Civilization (519-532) The World of Today (118-120) (123-126)

4. John D. Rockefeller's oil empire had small beginnings.

Freedom and Organization - Bertrand Russell A History of American Civilization (494-500) Work, Wealth and Happiness of Mankind (490-500)

5. Carnegie started a steel corporation.

A History of American Civilization (500-504)

9 p. .... 0 • 

6. J. P. Morgan started a bank.

A History of American Civilization (504-510)

8. Henry Ford's huge factories had an old barn as ancestor.

The Flivver King - Upton Sinclair
Work, Wealth and Happiness of Mankind (507-515)

9. The Ford Motor Company provides an excellent example of the necessity in large scale production for the possession of far flung resources.

"River Rouge" - Life Magazine Our Country Past and Present (225-227)

10. Powerful corporations often interest themselves in money alone.

Steven's Price Spreads Commission Work, Sealth and Happiness of Mankind (277-309) The World of Today (123-126) Social Planning for Canada (22-30)

11. Large factories sometimes bring many advantages to the city in which they are located.

A History of American Civilization - Rugg (426-433)

12. Corporations often contribute heavily to the campaign expenditures of political parties from which they expect favors.

Work, Wealth and Happiness of Mankind (647-679) The Post War World (399-400)

13. The existence of great industrial enterprises is essential to a nation if it is to convert abundant resources into consumable goods.

Whither Mankind (ch. 1)
Changing Civilizations in the Modern World
(585-594)

14. The tendency is for small corporations to be absorbed by large corporations.

Our Modern World (82-84)
An Introduction to American Civilization (533-534)

15. Chain stores, in many instances, have forced the corner grocery to sell out to them or to form an association of grocers or go bank rupt.

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Social Planning for Canada (425-450)
Our Modern World (84-87)
An Introduction to American Civilization
(531-533)
See "Freedom and Organization" re Rockefeller

16. Civic, Provincial and Federal Governments have had to pass laws closely regulating business.

Our Business Life (531-541)
The World of Today (114-119) (126-127)

17. A Member of Parliament, the Hon. H. H. Stevens of Vancouver was the original Chairman of the Steven's Price Spreads Commission. Appalling conditions in Canadian business were discovered.

Price Spreads Commission Report (Ottawa) The World of Today (127) Social Planning for Canada (22-30)

18. Sometimes business concerns, in the same industry, and governments and laborers set up a code of governing regulations.

The World of Today (128-132)
The Modern World (541-544)

19. Consumers set up cooperatives.

Our Modern World (87-92) The March of History (19 Gent.) (143-148)

### International Trade

1. It is an advantage for each nation to sell abroad the goods it cannot consume at home.

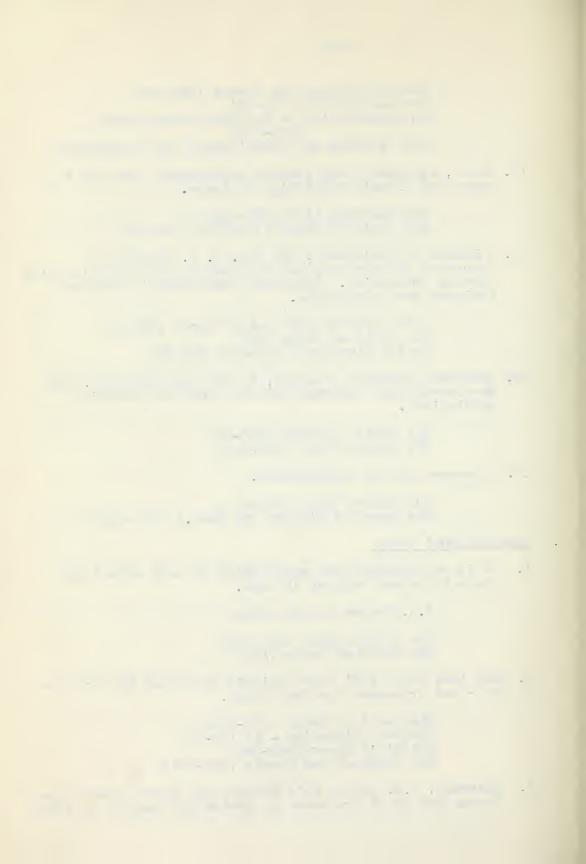
i.e. Canada and her Wheat

The Modern World (111-124)
The World of Today (132)

3. From 1846 until 1931 Great Britain developed the practise of - and arguments for Free Trade.

The World of Today (136-139)
Kingsway Histories - IV (78-82)
Britain's Story (260-266)
The Story of Our People (333-337)

4. Recently, i.e. during this century the United States has become the chief proponent of protective tariffs as trade



barriers.

The World of Today (136-138) The Post War World (296-299)

5. Canada has had a high tariff policy since the time of Sir John A. MacDonald.

The Story of Our People (356-362) The World of Today (137-141)

6. In the early 19th Century Britain's Parliament was composed of land owners who imposed heavy duties on foreign products.

Man's Achievement - II (446-450) Kingsway Histories - IV (78-79) March of History (17 Cent.) (206-210) The World of Today (136)

7. An Anti-Corn Law League was formed.

Man's Achievement - II (456-457) Kingsway Histories - IV (79-80)

8. The Irish famine of 1845 showed how the Corn Laws could starve poor peasants into the grave.

Man's Achievement - II (457) Kingsway Histories - IV (80) March of History (17 Cent.) (280-281) The World of Today (136)

9. Under Robert Peel the Corn Laws were Repealed.

Modern Times (158-168) Kingsway Histories - IV (80-81) The World of Today (136)

10. Britain got an early industrial start and was the leading industrial nation until the war of 1914.

The World of Today (136)
Changing Civilizations in the Modern World
(ch. 3-4)
The Modern World (131-133)

11. During the war Britain threw all her energies into the war and thereby yielded her markets to American traders and Manufacturers.

Changing Civilizations (365-366) (376-377)
The World of Today (136-137)
An Introduction to American Civilization (544-547)

12. After the war tariff barriers practically prohibited world trade.

The Modern World (128-129)
The World of Today (137-138)

13. In 1931 Britain set up a system of tariff.

The Modern World (529-533)
The World of Today (138)

14. At the Ottawa Conference in 1932, Empire trade agreements were set up imposing high tariffs on foreign goods seeking an Empire market.

The Modern World (532)
The Story of Our People (377-379)
The Post War World (446-448)

15. In 1854 Lord Elgin negotiated a treaty with the United States for Reciporcal Trade with Canada.

The Story of Britain and Canada (122; 180) The Story of Our People (257) The World of Today (138)

16. British Preferential Tariffs offered lower tariffs to the Mother Country than to foreign nations.

The Story of Our People (367-373)
The World of Today (140)

17. In 1911, Sir Wilfred Laurier's Liberals were defeated at the polls because of their proposed Treaty of Reciprocity with the United States.

The Story of Our People (372-373)
The World of Today (149)

18. In 1936 a Reciprocity Treaty was signed by representatives of Canada and the United States.

The World of Today (140)

- 19. Most-favored-nation agreements provide for lower tariff rates against some countries than would be charged under General Rates.
- 20. Is Mankind's great problem to distribute the abundance of machine production throughout the world? Is free trade the answer? Would a real federation help? Would the extension of the British Empire by force help to this end? Is man afraid to take drastic reform steps? Do corrupt and noisy politicians bar man's advance? Is the ignorance of the masses responsible?

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#### Problem Six

#### Buying and Selling

- 1. What kind of a system of exchange is used when I:
  - a. Trade a spavined horse for a broken-down binder
  - b. sell a brindle cow for \$25
  - c. exchange 40 bus. of oats for 60 bus. of barley
  - d. \$400 and 400 bus. of wheat is exchanged for a 1936 Ford sedan.
- 2. What is money? List tend products other than gold that have been used as money. Why was gold finally chosen in preference to any of them?
- 3. What is meant by:
  - a. Gold standard
  - b. inflation
  - c. deflation

- d. worthless money
- e. baloney dollars
- f. bank currency
- 4. What effect has inflation on:
  - 1. people who owe money
  - 2. people who are owed money
  - 3. taxes already announced not collected
  - 4. the value of real estate
  - 5. the price of bread
  - 6. confidence in money
- 5. Why was the Bank of England set up? When? Who established the Bank of England? Who is the Governor today?
- 6. What do each of these Regulations re Canadian Banking mean and why was each established:
  - a. double liability re bank shares

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- b. \$500,000 deposit with application for bank charter
- c. \$250,000 paid up capital
- d. Bank of Canada Act
- e. Bank Circulation Redemption Fund
- f. Government Bank Inspection
- g. Dicennial Revision of the Bank Act.
- h. no money to be loaned on real estate as security
- i. Bank Charter granted by finance minister
- j. Banking under Federal Government
- 7. List five advantages that paper currency has over gold in carrying out business transactions.
- 8. If coins and paper money had not come to be used as alternative to barter, modern commerce would be under a tremendous handicap. For example try to envisage the plight of our local theatre manager were you to present the following articles in payment for a ticket:

doz. eggs dos. of potatoes

2 lbs. baby beef 2 qts. of milk

a chicken 2 bskts. of strawberries

l qt. gasoline a mince-meat pie

a qt. of cylinder oil 5 lbs. of apples

second hand flashlight a bundle of shavings

2 trout second hand monkey-wrench

3 cans of 5¢ with a chipped jaw.

9. How did the United States get nearly all the world's gold?
Why do few nations base their currency on gold? When is a

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- nation off the gold standard? Are any countries today forging ahead with little gold behind their currencies?
- 10. Under these headings ennumerate the possible costs in the production of an automobile, that is in mangement phase of building the care:
  - 1. overhead
  - 2. machine tools
  - 3. assembly line equipment
  - 4. proving grounds
  - 5. warehousing
  - 6. packing for shipping
  - 7. sales organization
  - 8. financing
  - 9. labor
  - 10. debt charges
  - 11. collection of raw materials as indicated in this outline at another place.

### Production of Goods

- 1. Outline under these headings the possible costs a farmer might have to undergo in order to equip a wheat farm of 160 acres:
  - a. farm machinery costs
  - b. costs of farm labor
  - c. cost of land
  - d. transportation costs
  - e. costs of seed grain

- n f. threshing charges
  - g. storage rates
  - hl return on investment.

#### 2. Check true statements:

- a. Production for profit means:
  - 1. producing as cheaply as possible
  - 2. producing goods at a loss
  - 3. paying high wages
  - 4. charging enough for goods sold to leave a surplus

#### b. Production for use means:

- goods will be made when needed even if consumers cannot bear full cost.
- 2. governments will produce goods
- 3. production at a loss
- 4. production at cost

# c. planned production means:

- 1. producing all you have raw materials for
- 2. estimating community needs and manufacturing to meet them
- production to make a maximum of profit regardless of community needs.

#### d. Socialism demands:

- 1. state ownership of all factories
- 2. state ownership of some factories
- 3. state ownership of key factories
- 4. workers run some industries themselves
- 5. farmers set up cooperatives

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- 6. workers share profits.
- e. Depressions:
  - 1. are necessary
  - 2. are good for people
  - 3. are due to lack of planning
  - 4. are due to inefficient leadership
  - 5. are due to profits and gambling
- f. Unemployment is caused by:
  - 1. people too lazy to work
  - 2. lack of money
  - 3. machines
  - 4. wars
  - 5. lack of planning

# Large Scale Industrial Organization

## 1. The Corporation

- 1. Who starts a corporation?
- 2. Where do they get the money?
- 3. Who appoints the board of directors?
- 4. How many votes has each shareholder?
- 5. What is stock?
- 6. Which is most valuable to own: common or preferred stock?
- 7. What guarantee of repayment has a corporation bond-holder?
- 2. Match these names and industries:
  - a. Rockefeller steel producing

. ۰ .

	ъ.	Henry Ford	5¢ and 10¢ stores					
	c.	J. P. Morgan	munitions					
	d.	Zaharoff	oil refining					
	e.	Carnegie	sleeping cars					
	f.	Woolworth	automobile factories					
	g•	Pullman	banking					
3.	Mark true or false.							
	The Steven's Price Spreads Committee found that:							
	a.	a. scales were fixed to cheat the customer						
	ъ.	large tobacco concerns a	refused to allow any vendor					
		to sell their products :	if he sold another brand					
	С.	clerks were ordered to	plan to short-weight customers					
	d.	wages were cut by the "	piece method"					
	е.	prices paid for raw mate	erials were scandalously low					
		whereas salaries of high	her officials reached \$260,000					
4.	To	a city a large orporation	on brings these advantages:					
	1.	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •					
	2.	• • • • • • • • • • • • • • • • • • • •						
	3.		• • • • • • • • • • • • • • • • • • • •					
	4.							
5.	The	e machine age has been o	f advantage to Western peoples					
	bed	cause it:						
	1.	• • • • • • • • • • • • • • • • • • • •						
	2.	• • • • • • • • • • • • • • • • • • • •						
	3.							
	4.	• • • • • • • • • • • • • • • • • • • •						

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In China the people endure the hard toil of coolie labor because they have failed to use machines.

- 7. Draw three columns on a sheet of paper. Mark Civil,
  Provincial, and Federal at the head of each sheet and then
  list under these headings the work done by each government
  to regulate business and hours of labor.
- 8. Write a paragraph entitled: "Cooperatives in Alberta".

### International Trade

1. Check correct statements:

Free Trade is desirable because:

- a. workers can buy goods cheaper
- b. each country can produce that which nature has fitted it to produce easily and well.
- c. all nations will have a higher standard of living
- d. nations will be more friendly and wars will occur less often.

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- 2. Mark these statements as true or false:
  - 1. the Corn Laws were taxes on foreign imports of grain to England
  - 2. The Corn Laws increased the price of bread
  - 3. In England the word "corn" means "grain"
  - 4. The Corn Laws were repealed in 1846
  - 5. The Corn Laws were repealed by Disraeli.
  - 6. Since the Great War all the countries have followed the policy of high protective tariffs laid down by the U.S.A.
  - 71 Sir John A. Macdonald's policy of "Canada first" was a high tariff policy.
- 3. Check correct statements:

Britain was the greatest industrial nation prior to 1914 because:

- 1. She had an abundance of engineers
- 2. She got an early start
- 3. She controlled the seas
- 4. She believed in Free Trade
- 5. She had raw materials

## Sir Wilfrid Laurier

1.	Wilfrid	Laurier	was	born	in	the	yearin	the	province
	of								

- 2. His father was a.......
- 3. He attended ...... University in Montreal and studied law.
- 4. In 1871 he was elected as provincial member of parliament

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	for the seat of
5.	In 1874 he was elecged to the House of
6.	He became prominent when he made an address in English supp-
	ortingfor his part in the Red
	River Rebellion of 1869.
	In 1887 Laurier was chosen asof the Federal Liberal
	Party.
	In the elections of 1896 the Liberals won theand Lauri
	became of Canada.
9.	He sucessfully settled the religious and educational controv-
	ersy regarding schools in Manitoba.
10.	Actually he lowered the on imports very little.
11.	He established a system of trade which gave
	Great Britain trade advantages in the Canadian market.
12.	He saw that a new country like Canada must have more
	so he encouraged increased
13.	In 1899 the Boer War broke out and Laurier sentto
	aid Britain.
14.	In 1911 Laurier's party was beaten because it stood for
	with the United States.
15.	During the Great War he conscription of men
	for military duty.
16	. Sir Wilfrid Laurier died in

. . . . . . . . . . ..... . 

T.	In 1900 the imperial conterence met at Ottawa. The chairman
	was of Canada. The British delegation was headed
	by The British hoped to reduce tariffs
	but actually tariffs wereagainst the rest of
	the
	From the Conference Canada gained:
	1
	2
	3
	Λ

#### 5. Check correct statements:

- 1. Lord Elgin made a favorable Reciprocity Treaty with the U. S. A. in 1854.
- 2. A Reciprocity Treaty means a treaty whereby one nation undertakes to fight for its neighbor.
- 3. In 1911 Sir Wilfrid Laurier failed to persuade Canadians that Reciprocity with the U.S.A. has virtues.
- 4. In 1936 we agreed to allow certain products into Canada from U.S.A. free of duty in exchange for a like privilege in the American market.
- 5. The benefits of Reciprocity were largely nullified by the necessities of Canada's war time exchange condition.
- 6. Empire preferential tariffs give lower rates of tariff to Empire countries.
- 7. Most favored nation treaties give lower rates to some nations than the general tariff allows.

- -

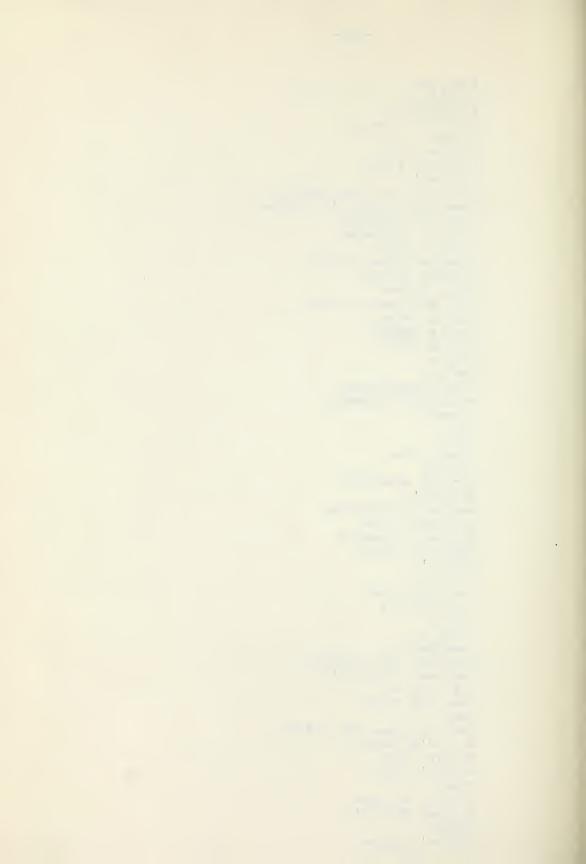
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Aeroplane Aviation Aeronautics Air Force Review Beaver British World Canadian Forum Collier's Christian Science Monitor Canadian Geographic Journal Christian Herald Country Gentleman Country Guide Canadian Home Journal Current History Daily Mirror Farm and Ranch Review Flying Manual Family Herald Flying Aces Furrow Fortune Good Housekeeping Geographic Magazine Hansard Look Life London Times Liberty Morning Albertan MacLean's Manchester Guardian Monetary Times Montreal Standard Magazine Digest McCall's New World New York Times New Republic Nation Newsweek News Review National Home Monthly National Geographic New Cutlook News and Views News New Statesman and Nation People's Weekly Picture Post People's Week Punch Popular Science Popular Mechanics Parade

Reader's Digest



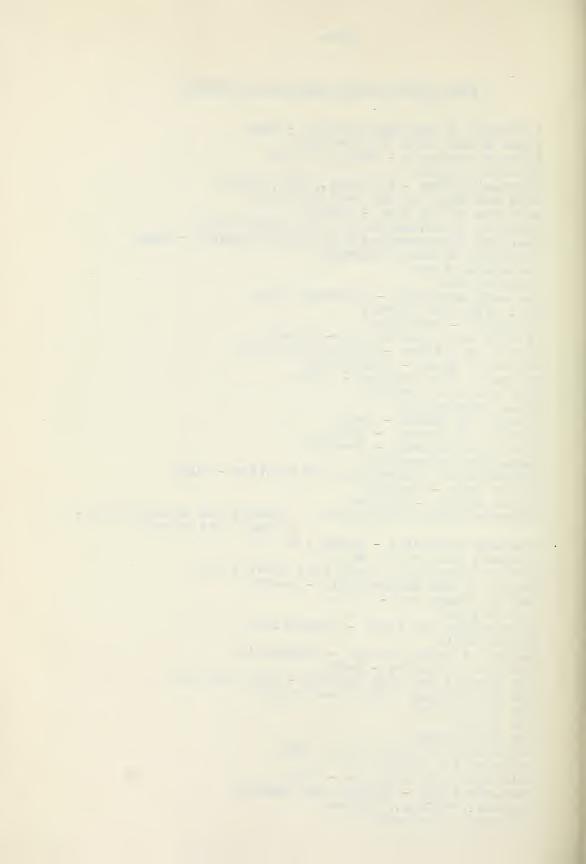
Science Digest
Sunday Mirror
Star Weekly
Spectator
Toronto Saturday Wight
Time
Time and Tide
Overseas
Winnipeg Free Press
Western Producer
Western Farm Leader



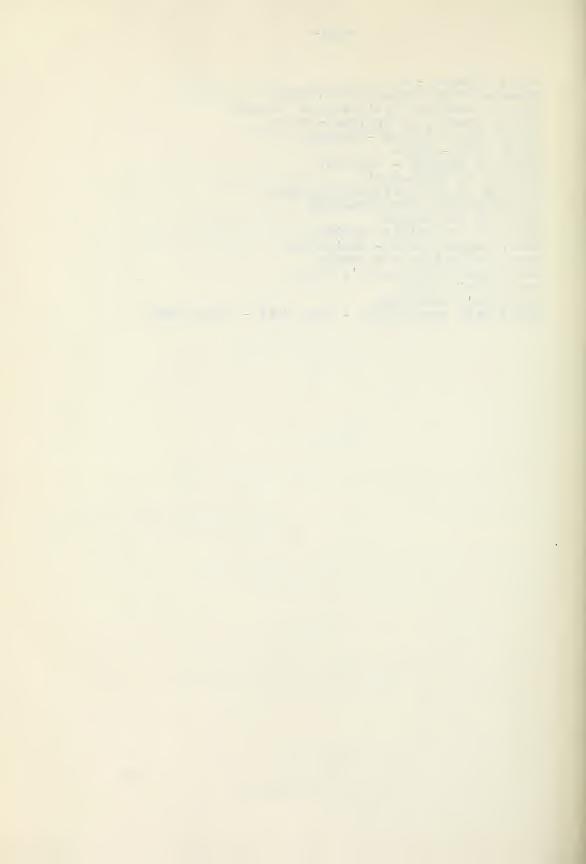


## Some Useful Books For Social Studies

A History of American Culture - Rugg A New Wonder Book of Knowledge A World Geography - Denton & Lord Blackfoot Trails Britian's Story - Williams, Gill, Baird Boys and Girls of the British World Builders of the West - Howay Changing Civilizations In the Modern World Changing Governments and Changing Cultures - Russ Courtship of Miles Standish Courageous Woman Canadian West Economic Geography - Clarence Jones Eat, Drink and Be Wary Economics - McGibbon Freedom and Organization - Russell Heroes of Science - Cottles and Jaffe Heroes of Peace - Chamberlain Heroes of Civilization - Jaffe How Canada is Governed Human Geographies History of Canada - Grant History of England - Mowat How to Win Friends - Carnegie Human Use Geographies Introduction to American Civilization - Rugg Inside Asia - Gunther Inside Europe - Gunther Kingsway Social Geographies - (Miners and Manufacturers, The Cultivators) Kingsway Histories - Books I to IV Kingsway Histories - Book V Little Known Facts About Well Known People Makers of the Modern World - Searle Men Who Found Out - Ellis Modern Times My Struggle For Peace - Chamberlain Modern World Makers of Canada Series - (MacLean's) Outline of History - Wells Our Country Past and Present - Nida and Webb Our World Today - Stull and Hatch Our World Today Old World Our World Today One Hundred Million Guinea Pigs Policing the Arctic Principles of Economics - Cole Post-War World - Hampdon and Jackson Poisons, Profits, Potions Pathways in Science



Piers Plowman - V
Romance of the Priarie Provinces
Rise of American Civilization - Beard
Social History of England - Guest
Story of the Empire - Bowman
Since Then - Gibbs
Story of Mankind - Van Loon
Studies in Citizenship
Science in Our World of Progress
Social Studies for Canadians
Story of Cur People
Story of the British Empure
Seven League Boots - Hallburton
Story of Britian and Canada
Some Pages from Canada's Story
Traveller's Tales
Van Loon's Geography
World Wide Geographies - Book VIII - Stembridge





1. The Romance of Copper

Copper and Brass Research Association
420 Lexington Avenue
New York, N.Y.

2. Review of the Nickel Industry in 1939
The International Nickel Co. of Canada Ltd.
Copper Cliff, Ont.

3. The History of Salt

The Morton Salt Company
Morton Building, 208 W. Washington St.
Chicago, Ill.

4. The Telephone's Message

Telephone Almanac 1940

The Miracle of Talking by Telephone

American Telephone and Telegraph Company

195 Broadway

New York, N.Y.

5. Light Conditioning at Low Cost
Light Service Department
City of Calgary Electric Light,
Calgary, Alberta

6. The Key to Fire Safe Homes

Portland Cement Association

33 West Grand Avenue

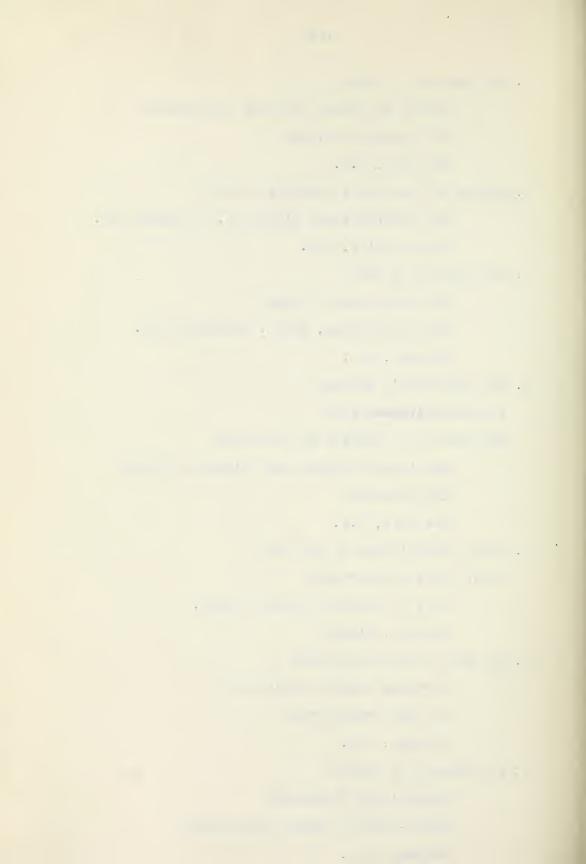
Chicago, Ill.

7. The Romance of Cheese

Educational Department

Kraft-Phoenix Cheese Corporation

Chicago, Ill.



8. The Romance of Leather

Tanners Council of America

100 Gold Street

New York, N.Y.

9. Health Through the Agex

Metropolitan Life Insurance Company
Ottawa, Ont.

10. The Story of Salman

American Can Company

250 Park Avenue

New York, N.Y.

ll. From Wheat to Flour

Wheat Flour Institute

309 W. Jackson Boulevard

Chicago, Ill.

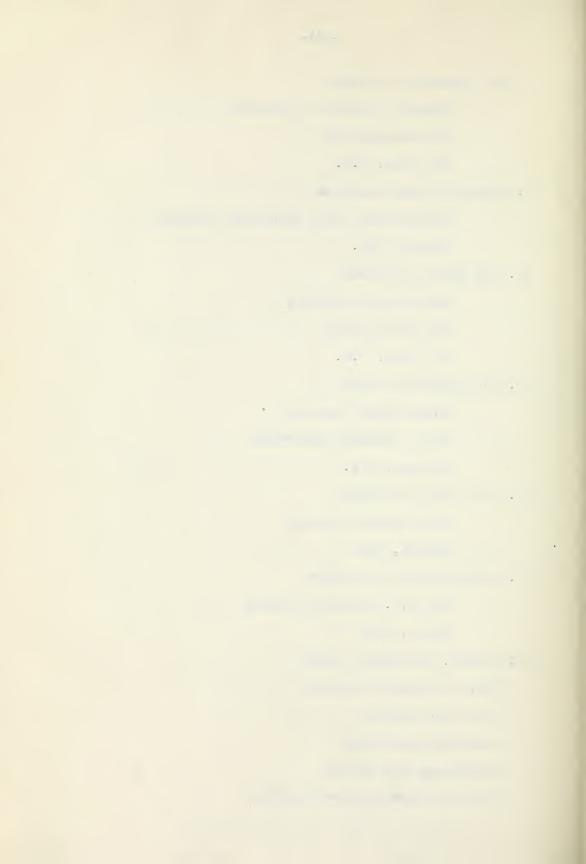
12. The Story of Leather
Ohio Leather Company
Girard, Ohio

13. A Wonder Book of Rubber

The B.F. Goodrich Company

Akron, Ohio

14. Diesel, The Modern Power
When the Wheels Revolve
Modes and Motors
Chemistry and Wheels
Metallurgy and Wheels
Research Looks to New Horizons



Department of Public Relations General Motors Corporation Detroit, Mich.

15. Silk Exhibit

International Silk Guild Inc.
250 Fifth Avenue

New York, N.Y.

16. Flying Actoss Canada

Trans-Canada Air Lines

218 - 8th Ave. W.

Calgary, Alberta

17. A Story of Progress - Re Fire

Man's Enemy Since the Beginning of Time

America-LaFrance and Foamite Corporation

Elmira, N.Y.

18. How Paper is Made

The Whiting Paper Co.

Holyoke, Mass.

19. The Story of Cotton Thread

The American Thread Company

New York, N.Y.

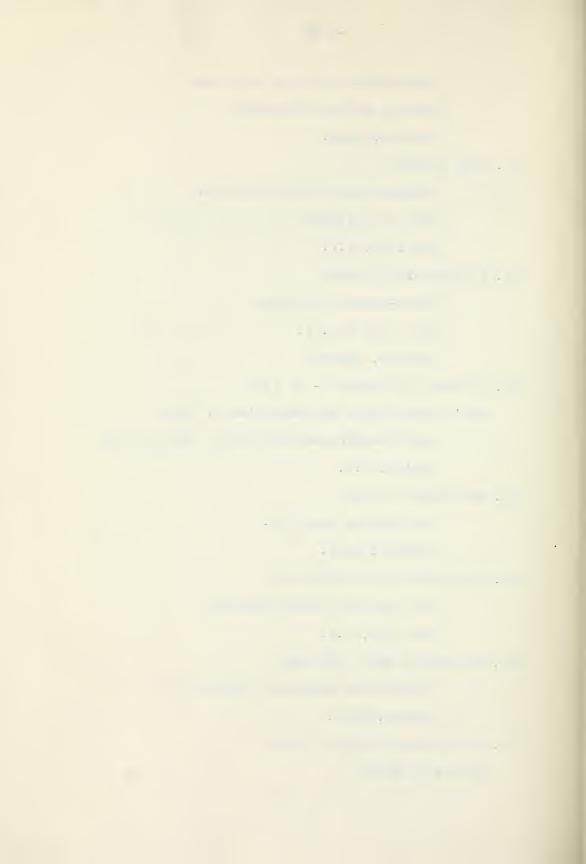
20. How Modern Shoes are Made

United Shoe Machinery Corporation

Boston, Mass.

21. The Picture Story of Steel

Safety in Steel



American Iron and Steel Institute
350 Fifth Avenue
New York, N.Y.

22. Rubber Samples and Latex Samples

The Story of the Tire

Goodyear Tire and Rubber Company

Akron, Ohio

23. Aviation Atlas

Gulf Oil Corporation

Fittsburg, Pa.

24. Mining and Preparation of Anthracite
Hudson Coal Company
Scranton, Pa.

25. History and Description of Paper Making
Crown Zellerbach Corporation
343 Sansome Street
San Francisco, Calif.

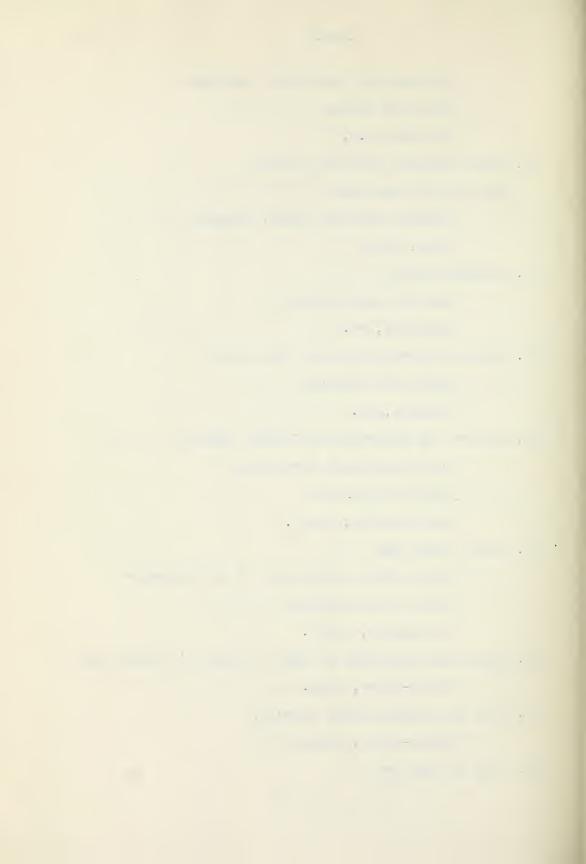
26. Grand Coulee Dam

United States Department of the Interior

Bureau of Reclamation

Los Angeles, Calif.

- 27. Story and Paint Book of Some of America's Famous Men Wilkes-Barre, Penn.
- 28. What do You Know About Peanuts? Wilkes-Barre, Penn.
- 29. Corn in Industry



Corn Industries Research Foundation 270 Broadway
New York, N.Y.

30. The Story of Vanilla

Joseph Burnett Company

437 - 447 D. Street

Boston, Mass.

- 31. Marketing of Dairy Products

  The Meat Packer
- 32. Dairy and Foultry Products from Farm to Table
  Union Stock Yards
  Chicago, Ill.
- 33. Water Wheels of Progress

  Los Angeles Water Supply

  Los Angeles Dept. of Water and Power

  Los Angeles, Calif.
- 34. The Water Miracle

  American Water Works Association

  Los Angeles, Calif.
- 35. Mining of Asbestos

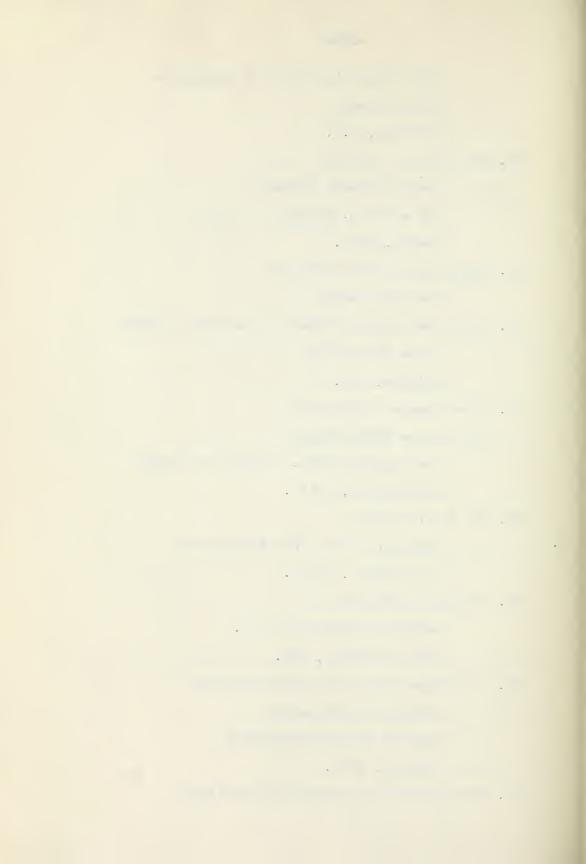
  Asbestos Corporation Ltd.

  Thetford Mines, Que.
- 36. An Outline History of Transportation

  Fisher Body Division

  General Motors Corporation

  Detroit, Nich.
- 37. Metallurgical and Chemical Coerations



The Consolidated init and Smaltin Col of Can. Ltd.
Trail, B.C.

38. Boulder Canyon Froject

Bureau of fower

Los Angeles, Calif.

39. The Story of Coffee

Bureau of Coffee Information

230 Park Avenue

New York, N.Y.

40. Boeing School of Aeronautics Seattle, Wash.

41. Energy for Breakfast

Canadian Sugar Factories

Raymond, Alberta.

42. Behind Your Sugar Bowl

The California and Hawaiian Sugar Refining Corp.
Ltd.
San Francisco, Calif.

43. Men of Algoma

Algoma Steel Corporation

Sault Ste. Marie, Ont.

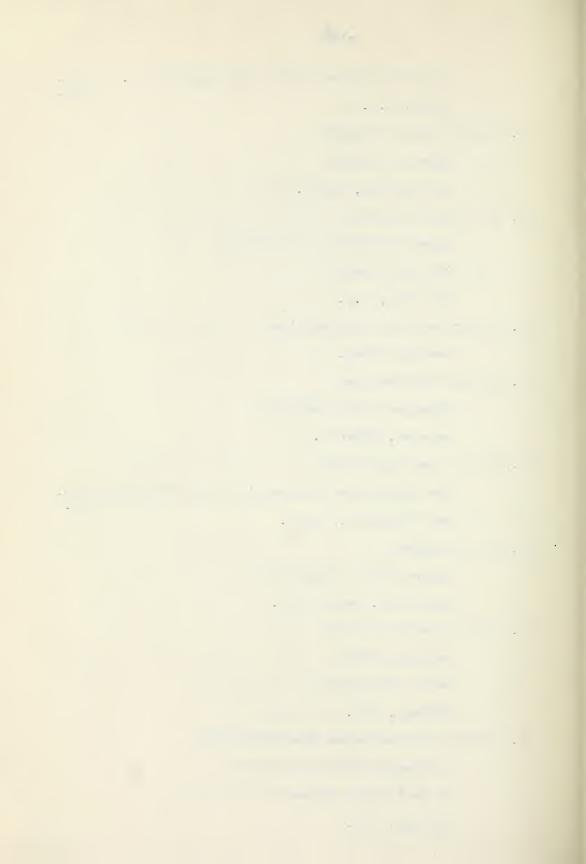
44. Producer and Consumer

General Office

Swift and Company

Chicago, Ill.

45. Concrete Improvements Around the Home
Portland Cement Association
33 West Grand Avenue
Chicago, Ill.



46. The Natural Resources of Newfoundland
Lobster Industry in Newfoundland
Dogfish Industry and How it can be Used
The Dried Codfish Industry
Trout and Their Conservation
Department of Natural Resources
St. John's, Newfoundland.

47. The Story of Chocolate and Cocoa

Hershey Chocolate Corp.

Hershey, Pa.

48. The Royal Visit 1939

Chart - From Mine to Market

Canada's Aluminum Industry

The Aluminum Co. of Canada Ltd.

Toronto, Ont.

49. How Wool Blankets are Made

Kenwood Mills Ltd.

Armprior, Ont.

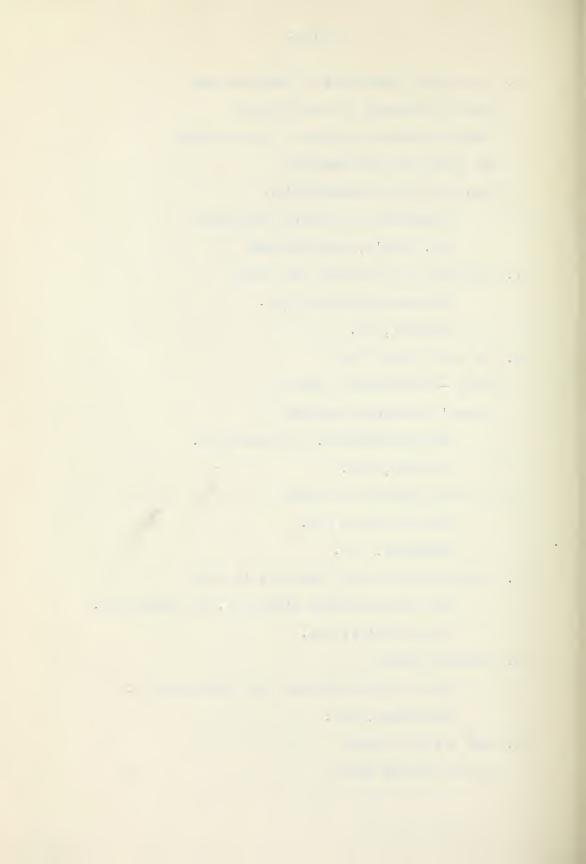
- 50. Review of the Nickel Industry in 1938

  The International Nickel Co. of Canada Ltd.

  Copper Cliff, Ont.
- 51. Abraham Lincoln

  The Lincoln National Life Insurance Co.

  Kitchener, Ont.
- 52. Half a Million Men
  Dollars Behind Steel



American Iron and Steel Institute 305 Fifth Avenue
New York, N.Y.

53. Seeing Armour's

Armour and Co.

New Beef House

Chicago, Ill.

54. A Brief History of the Hudson's Bay Co.

Hudson's Bay House

Winnipeg, Man.

55. Nova Scotia's Deep Sea Fighters

Hon. A.S. MacMillan

Minister of Highways

Halifax, N.S.

56. The Home Almanac and Facts Book
Ford Motor Co.

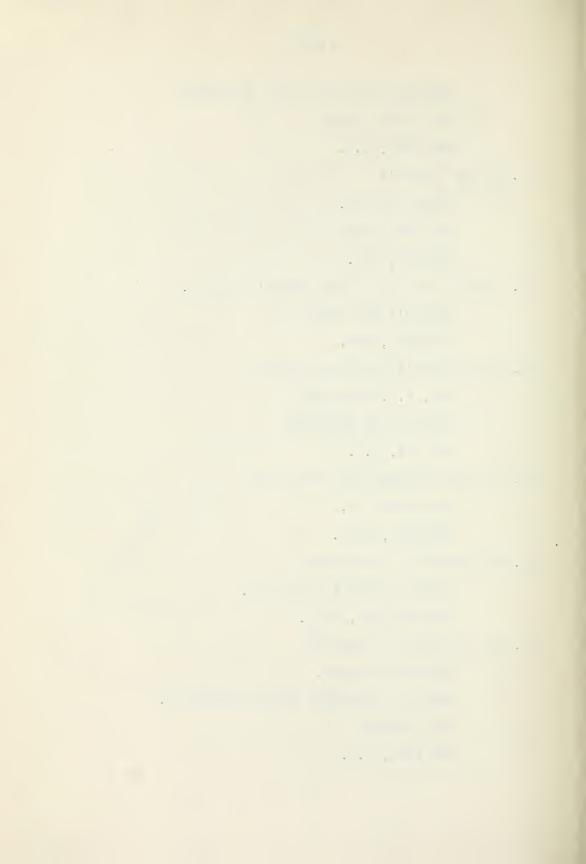
Dearborn, Mich.

57. The Wonders of Anthraciet

Lehigh Navigation Coal Co.

Philadelphia, Penn.

58. The Telephone in America
Information Dept.
American Telephone and Telegraph Co.
195 Broadway
New York, N.Y.





To demonstrate the type of program and the extent of material I include herewith a copy of a broadcast made by a Grade Nine Class in Social Studies.

Teacher: P.N.R. Lorison

## Ladies and Gentlemen:

This broadcast was planned, originally, to induce research work among pupils in Grade IX Social Studies, who mastered easily the essentials of the prescribed course.

However, with the co-operation of Inspector John Schoffield, we have widened our first purpose. He has informed the schools of his Inspectorate, concerning this venture and has urged teachers to arrange for their pupils to hear this broadcast. If radio education proves successful here, as it has in other countries, we hope to devise a scheme of co-operation among schools for a permanent series of broadcasts based upon the New Course of Studies.

In addition, Alberta's new curriculum upholds, and in manways it leads, the world's progressive educational ideals and practises. We believe that a number of parents are vitally interested in the type of work their children are doing under the new course. This program may assist them to a new and tolerant consideration of the whole purpose of education.

Parents may ask, "What is Social Studies?" In answer we quote Professor Harold Rugg of Columbia University: "The essential purpose of Social Studies is to introduce young people to the problems that will confront them as adult citizens. The chief aim is to understand modern life and how it came to be. The chief goal of social Studies is active, intelligent participation in our own civilization and the tolerant understanding of other civilizations." Unquote.

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Social Studies demands fair-mindedness. To gain that, an abundance of ideas must be available to the pupil. It is the lack of ideas and not their abundance that constitutes mankind's real peril. It is well for the community to remember that Social Studies tolerates only the truth; that truth can be found only by examination of all the evidence available re the problem at hand. Sheltered minds are prejudiced; ignorant brains are intolerant; both make for social disaster.

We claim also for this program, that it is close to human realities. We have tried to get into the other fellow's shoes; to see the thoughts that whirl in his head, and to feel the suffering that makes them whirl. That is true education.

The Road to Disaster

Norman Chandler

In the "Rise of American Civilization" by Beard, some tremp endous facts are given regarding the Great War. From this book we learn that the cost of the last Great War in lives, money and property, ran into frightful totals. Dr. Butler, President of the Columbia University, gives the following figures: At least 30 million lives were lost and at least 400 billions of dollars in money. With that money we could have given to every family in the United States, Canada, Australia, the British Isles, France, Belgium, Germany, and Russia, a \$2500 house, furnished with \$1000 worth of furniture and placed on 5 acres of land, worth \$100 per acre. We could have given to every city of over 20,000 people, a \$5,000,000 library and a \$10,000,000 University. The remaining sum, put out at interest, would have paid to the end of time, \$1,000 per year to each of 125,000 teachers and 125,000 nurses.

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Despite these enormous sacrifices, permanent peace was not secured.

## Woodrow Wilson

Irene Oswald

For a few months in 1919, the hopes of millions rested on President Woodrow Wilson. A former university profressor, he became President of the United States in 1912. In 1917, he led his country into the war on the side of the Allies, thus insuring their victory.

At the conclusion of the war he made the fatal blunder of attending in person the Peace Conference of Paris.

In the "Outline of History" Wells says: "He brought his wife with him. That seemed no doubt a natural and proper thing to the American mind. Many representatives brought their wives. Unhappily, a social quality, nay, almost a tourist quality was introduced into the world settlement by these ladies. Transport facilities were limited and most of them arrived in Europe with a radiant air of privilege. They came as if they came to a treat. They would visit Chester or Warwick or Windsor en route, for they might not have the chance of seeing these celebrated places again. Important interviews would be broken off to get in a visit to some old "historical mansion". This may seem a trivial matter to note in a History of Mankind, but it was such small human things as this that drew a miasma of failure over the Peace Conference of 1919".

On his way to and around European capitals people wepty by millions at the sight of their hero. But during this tourist delay, others wept unheard. In Russia, they clawed open the graves and fought for the rotting human flesh; German children

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and their parents bloated and died by hundreds of thousands, while the President's vain craving for applause was satisfied. Ten precious weeks were wasted during which the continental blockade denied food to the enemy. Probably a million human souls were destroyed. The President's glory began to fade.

To the Peace Conference he brought his famous Fourteen

Points--but returned home with much less. Ignorant of European

realities, aloof from his advisers, stunned by rival claims, slow

in mind, he was playing blind man's buff against the experienced

European diplomats. On trivial points he fought violently and

valiantly but allowed the great issues at stake to pass over his

head unheeded. He quarrelled continually with his colleagues.

They seemed to get the best of him. As a final resort he would

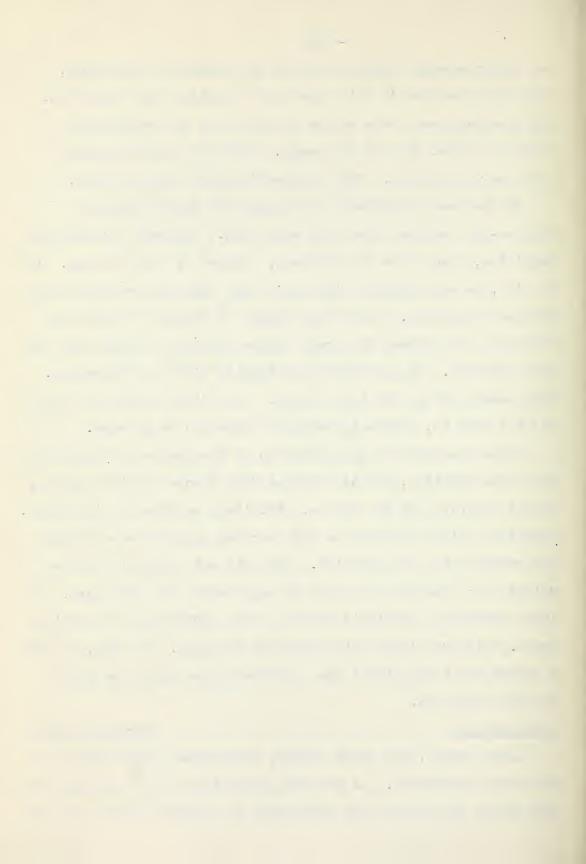
dig his toes in, refuse to budge and threaten to go home:

He had insisted on the inclusion of the League of Nations in the Peace Treaties, but he returned from Europe to find America, led by Congress and the Senate, definitely hostile to his scheme. President Wilson appealed to the American people who so lately had regarded him as a Messiah. They did not respond; failure seized him; something snapped; he wept before his audiences. He later suffered a paralytic stroke in the barthroom of the White House. Whispers claimed his mentality had gone. In 1924, he died a broken and disappointed man - crushed by an ideal too great for his direction.

## Lloyd George

Margaret Bryholt

Lloyd George, the Welsh Wizard, represented Great Britain at the Peace Conference. As pre-war chancellor of the exchequer he had gained for himself the reputation of a daring fighter in the



duel between the Commons and the Lords, re the Parliament Act of 1911. During the war he replaced Asquith as Fremier of England.

It is claimed he was the cleverest of the Peace delegates. Working with six or seven senses simultaneously he appeared to anticipate his opponents arguments and to frame in advance a reply calculated to win.

Blame for the blunders of Versailles must not be denied Lloyd George. By his wild promises during the November Khaki Elections, he made reasonable peace treaties out of the question by promising the electorate exhorbitant impossibilities. He promised to hang the Kaiser; the make Germany pay the total cost of the war; to search her pockets for the last farthing.

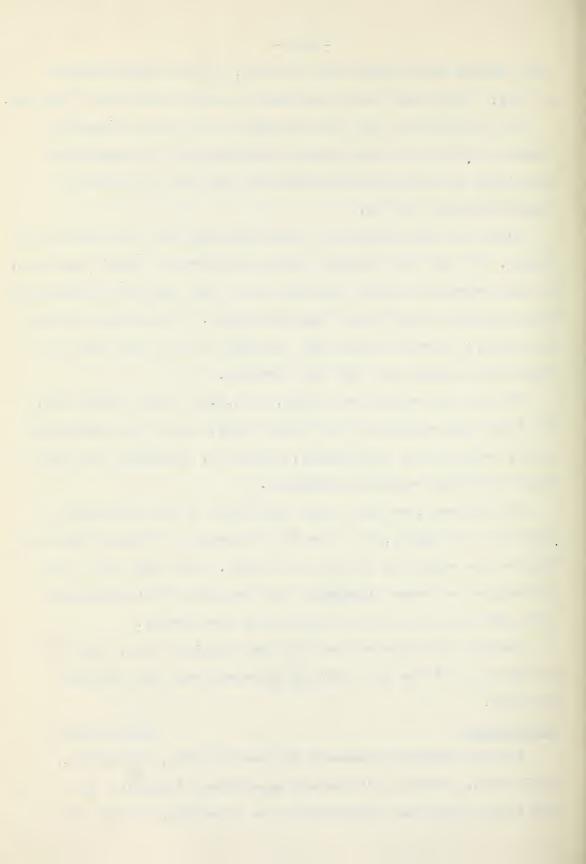
For his own country he gained, as H.A.L. Fisher points out, the total destruction of the German fleet, and of her commercial ships, control over Mesopotamia, Palestine, Tanganyka and also a share of German reparation payments.

In his favor, we must admit his desire to hold the Peace Conference in Geneva, far from the bitterness of Faris, where justice to the enemy was branded pro-German. Near the end of the conference he became alarmed at the brutality of the proposed terms and took the field of moderation for Germany.

Shortly after the war he fell from British favor, and now at the age of 75 he is a retired statesman very much against his will.

<u>Clemenceau</u> Dick Hinton

Premier Georges Clemenceau had been in turn, journalist, politician, doctor, a fierce and experienced duellist. He had lived in America, worked there as a teacher, and had one



divorce to his credit. At the time of the Peace Conference he was Premier of France.

On the motion of President Wilson, Cleaneceau was elected President of the Peace Conference "as a special tribute to the suffering and sacrifices of France". Unfortunately, the whole Conference was limited by that formula. Clemenceau's main purpose was to crush Germany beyond any hope of revival, undo the humiliation of 1871, cripple Germany for all time to come, so that she might never again stand up to France. His main idea was not to make the world safe for democracy, but to make it safe for Paris.

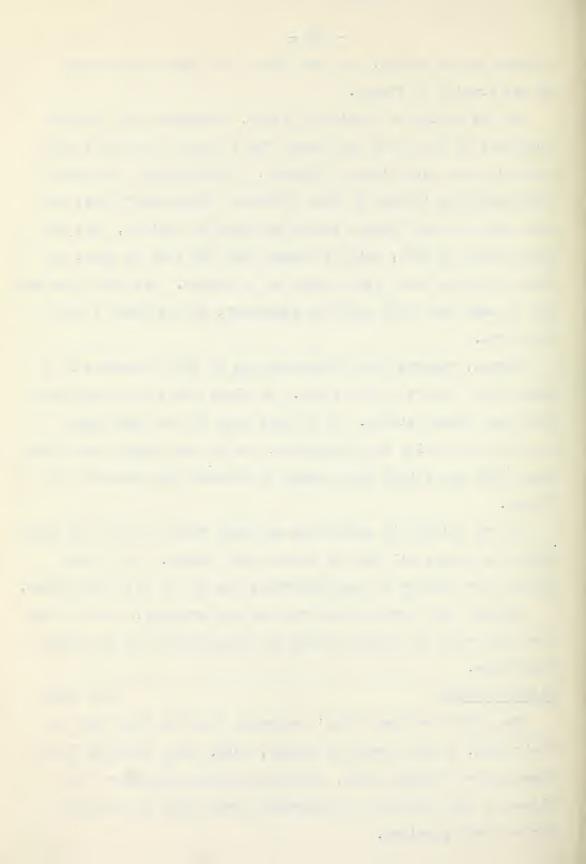
Keynes, reports that Clemenceau sat by his colleagues in a semi-circle before a fire place. He always wore his long frock-coat and leather gloves. It is said that the old man dozed now and then during the discussion, but he was always awake when some point was raised that seemed to threaten the security of France.

He was skilful in compromise and knew what to do at the right moment to secure all that he desired for France. In a large measure the failure of the Conference was due to his limitations.

Despite the Carthaginian Peace he had arranged, he fell from favor for what the Franch called his "moderation" at the Peace Conference.

# Signor Orlando Jean Newby

The allies secured Italy's entrance into the World War on their side, by the treaty of London, 1915, which promised Italy numerous territorial gains. Scarcely had the Armistice been signed in the clearing of Campiegne Forest, when the Allies forgot their promises.



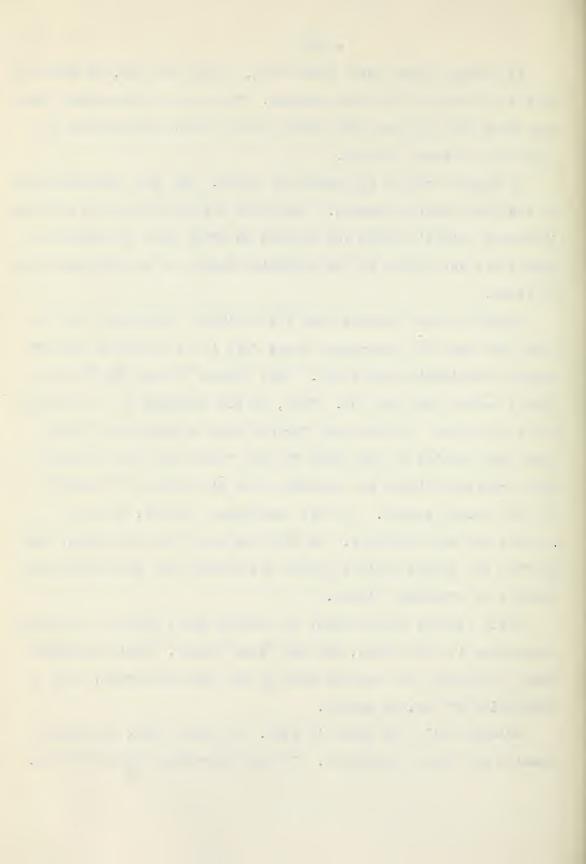
In "Europe Since 1815" Hazen says, "Italy had 500,000 soldiers killed and one million more wounded. There was a widespread feeling among the Italians that their allies did not appreciate the magnitude of these losses".

On Signor Orlando as Premier of Italy, fell the responsibility of securing Italian demands. President Wilson had seen his famous 'fourteen points' warped and twisted so often that he decided to deny Italy her claims to the Dalmatian Coast and the Adriatic Port of Fiume.

Signor Orlando pleaded that his political reputation was at stake and that his government woulf fall if it failed to satisfy Italian territorial ambitions. Said Wilson "I know the Italian people better than you do". This, on the strength of a three day visit with them. Orlando was furious when he opened the Paris Times one warning to find that for the first time news stating that President Wilson had appealed over his head and directly to the Italian people. At this outrageous conduct, Orlando stormed and wept bitterly. He took the next train for Rome, only to find his people solidly behind his demands and also definitely hostile to President Wilson.

Italy finally secured most of Austria and a strip of territory connecting it with Fiume, but not Fiume itself. Italy renounced most of Dalmatia but secured much of the Austrian Tyrol, with a population of 650,000 people.

Orlando fell from power in 1919. Up until 1925, he favored Fascism but later opposed it. In 1928 he retired from politics.



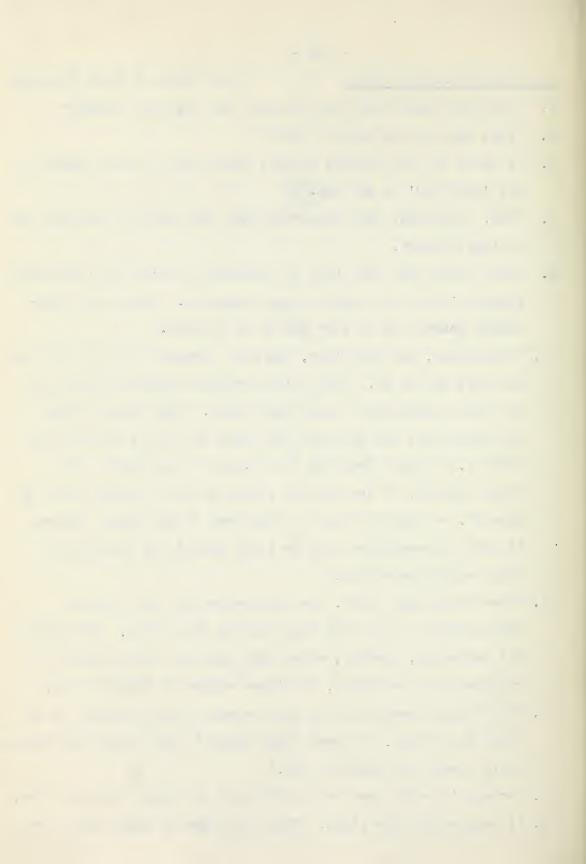
### The Treaty Makers go Home

Eric Irvine & Teddy Isaacson

- 1. "You know these four men did some very childish things?"
- 2. "Just what do you mean by that?"
- 1. "I refer to the repeated threats thrown out by each member of the 'Big Four' to go home."
- 2. "Yes. They must have forgotten that the future of mankind was in their hands".
- E. Lloyd George was the first to threaten to leave the Conference because it was not making enough progress. Wilson and Clemenceau coaxed him to stay and so he yielded."
- 2. "Clemenceau, the Old Tiger, was most fortunate of all he did not have far to go. When Wilson refused France's claims to the Saar coalfields a scene took place. Said Wilson "Then if France does not get what she wants she will refuse to act with us. In that event do you wish me to go home?" The Tiger replied: "I do not wish you to go but I intend to do so myself". -- and with that he flung out of the room. However it must be remembered that he lived around the corner and could easily come back."
- 1. "Then Wilson got huffy. He telegraphed for the "George Washington" to come over from Anerica to get him. His faithful secretary, Tumulty, wired back that his return would be regarded as a desertion, so Wilson stayed to fight it out."
- 2. Then Orlando really did go home because Wilson refused to let

  Italy have Fiume. He bane back though in two weeks time because

  Italy needed an American loan."
- 1. Perhaps it would have been better had all these men gone home.
- 2. "I believe you are right. These were men of great ideals but



but they had no training for the task before them. The total work of the Conference should have been turned over to sipossionate experts".

1. "That would have been anappier arrangement. This Conference was the political grave of every member of the "Big Four". These men who understood how to do good work in their own countries fell from favor because they failed to accomplish what they had never been trained to do".

### The League of Nations

Willie Strohschein

Provision in the Peace Treaties for the creation of a League of Nations was insisted upon by President Wilson. The idea originated with Lord Cecil in England, and was spread by General Smuts of South Africa and finally seized as the pet shheme of President Woodrow Wilson.

The Leaue of Nations was to be composed of a permanent staff of officials called a secretariat, located at Lake Geneva, Switzerland. Every country joining the League was to have representation on the Assembly of the League. There was to be a League Council composed of five members, representing Great Britain, France, Italy, Japan and the United States. Cases of threatened conflict were to be considered by the Council, and in no case were members to resort to war until the expiration of three months after the council had reported. If they failed to ober League orders, economic sanctions would be applied and all League members would break off trading relationships with the agg-ressor nation.

The League of Nations was able to regain peace between

Albania and Yugoslavia in 1921, and again between Foland and Lithuania in 1922. But these are only small countries, and everyone knew the real test of the League of Nations would come when it tried to stop a World Power.

The worst fears regarding the League of Nations proved to be true when Japan invaded Manchuria in 1931 and left the League for the triticism it offered. Germany withdrew in 1934. Again in 1935 the League lost ground when Italy, a League member, invaded Ethiopia. Today the League stands by utterly helpless as Japan invades China, and Germans, Italians and Moors wage war against the Spanish Government. Thus when prominent statesmen claim the League of Nations has not failed they are talking fiction and not fact.

The ideal of a League of Nations is essential to world happiness, but during our time, failure resulted from many disabilities.

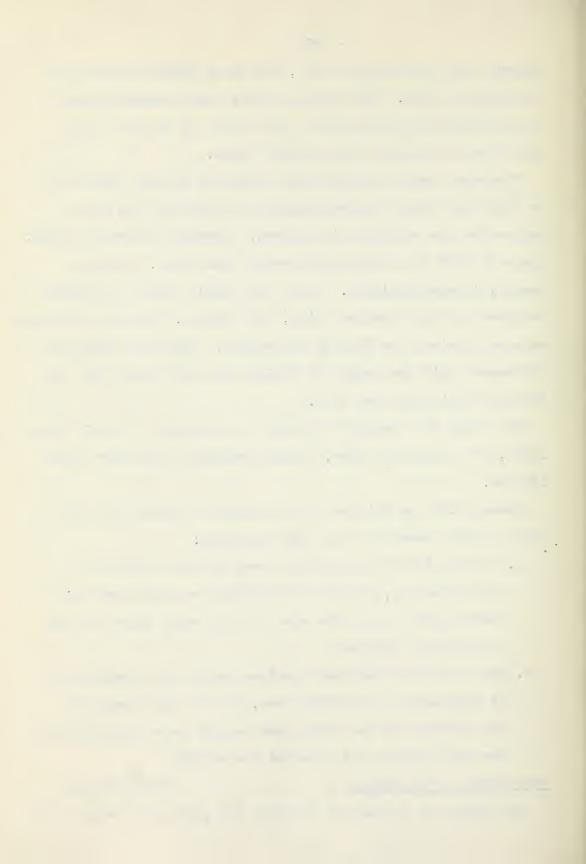
Reasons for the failure of the League of Nations may be found in the answer to these two questions:

- a. Why was 1919 the particular year in the millions of years gone by, when an organization could declare that never again in all the ages to come would there be any territorial changes?
- b. How could the "have-hot" nations regard the arrangement as reasonable or permanet when, at the very moment of its creation it was being used to grab more territory for the very nations who promoted the scheme?

## Some Terms of the Treaty

Helen Scheske

The Treaty of Versailles contains 453 pages, and weighs just



under three pounds, and can be purchased for 75¢. It bears the reputation of being the most bitter document in human history.

After the sacrifice of 9,000,000 men in the actual blood bath of war, and the needless sacrifice of 15,000,000 more to the ravages of disease and starvation, the peace makers sat down to what has been called a poker party among bandits, for the division of the spoils. Far from planning permanent peace, they made future wars certain.

From Germany they took her merchant marine and her navy, her army and her rivers. They imposed a temporary indemnity of 30 billion dollars, and then smashed her economic structure so that payment became impossible.

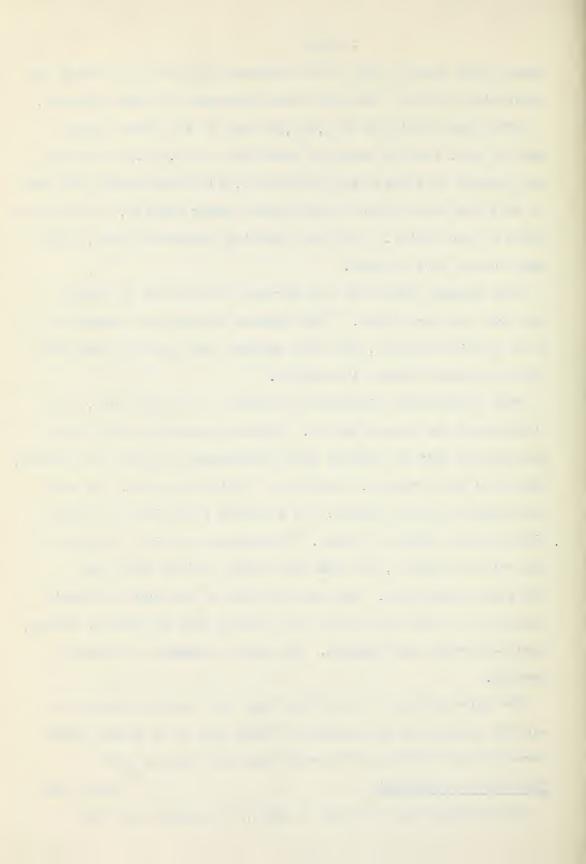
They transferred millions of Germans to foreign soil, and dismembered the German Empire. Alsace-Lorraine and the Saar coal-fields went to France; North Schleswig was given to Denmark. Posen and West Prussia, forming the Polish Corridor, the 96% pure German city of Danzig, the valuable iron mines of Upper Silesia were given to Poland. Germany was totally stripped of her colonial empire, and see the spoils divided among her Christian conquerors. She saw millions of her pure nationals condemned to live and die on the foreign soil of Poland, France, Czecho-Slovakia and Denmark. She felt condemned to eternal poverty.

The only defence to be offered for this short-sighted and selfish treaty was the question: "What kind of a treaty would Germany have saddled on the world had she won the war?"

The Rise of Mussolini

Billy Fead

Benito Mussolini was born in 1883, of a mother who was a

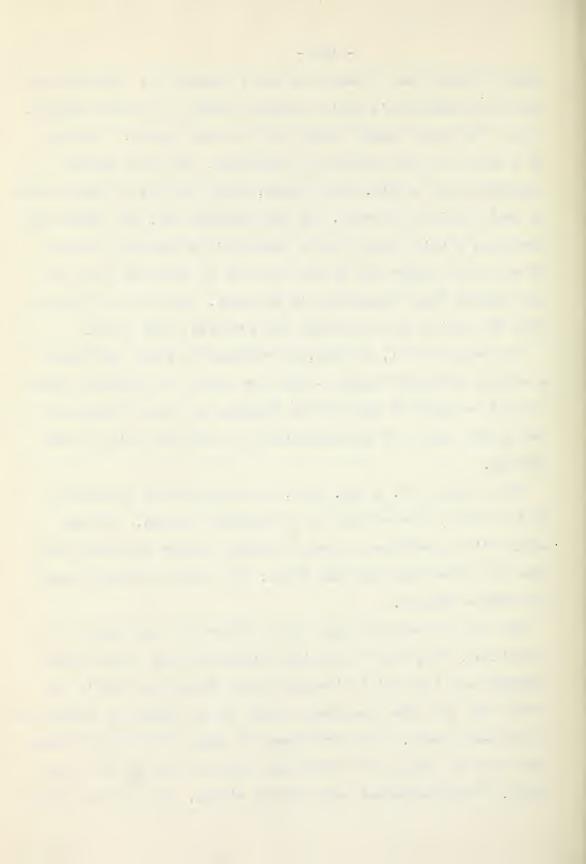


school teacher and a father who was a blacksuith. John Gunther describes Mussolini's early crushing pverty in "Inside Europe". Quote: "He never tasted coffee until he was twenty. He slept on a bundle of hay instead of a mattress. He was a school teacher on pay at \$10.25 per month, until he fled to Switzerland to avoid military service. He was nineteen now, and earned his living as a brick layer and by working in a chocolate factory. He was often hungry and on one occasion he snatched food from two English women pickicking in the park. He got into trouble with the police and altogether was arrested elven times.

At the age of 21, in 1901, he returned to Italy and became a violent socialist leader - the very people he scourges today. In 1916 he spent 38 days in the trenches and then 7 months in bed as the result of the explosion of a gun near which he was sitting.

He is only 5 ft. 6 ins. tall, but has powerful shoulders; he is now 54 years of age and in excellent health. In the early 20's he suffered a severe stomach ailment and since that time has eaten only milk and fruit. He neither drinks alcohol nor smokes tobacco.

His rise is certainly due to the effects of the Treaty of Versailles. His rise in Italian politics is due to the unemployment and industrial disorganization following Italy's war effort and also the discontent caused by the Treaty of Versailles on post-war Italy. His party began as gangs of rufficens amashthe faces and skulls of workers who dared to strike for higher wages. Fascists seized many Italiah cities. The two preceding



premiers - Nitti and Giollitti - were weaklings so King Victor Emmanuel invited Mussolini to become Premier. Mussolini's much touted march on Rome was not really a march. In fact he made it in the sleeping compartment of a railroad car. On his way to dictatorship he found it necessary to have a band of roughs murder his chief opponent - Matteoti. Other opponents were similarly treated, beaten, robbed, or doused with callons of castor oil. By these methods he has become dictator of Italy.

Formerly he was apacifist, but in 1935 he led (by means of the radio) his soldiers against Abyssinia and added that region of doubtful value, to his so-called "Roman Empire".

Last fall he visited Hitler and strengthened the Rome-Berlin Axis. He is one of the world's greatest peace problems.

In October 1936 he said, "I hold out a great Olive Branch to the world. This Olive Branch springs from an immense forest of eight million bayonets, well-sharpened and thrust from inteepid young hearts".

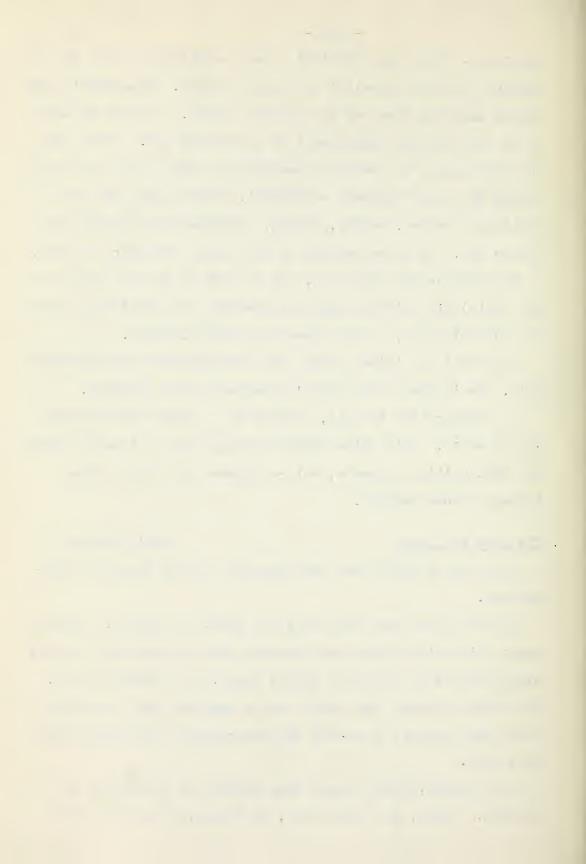
### The Rise of Hitler

Della Condie

The rise of Hitler was made possible by the Treaty of Versailles.

Adolph Hitler was born April 20, 1889, in Austria. Gunther says: "Hitler's father was truculent and over-bearing; he died over a bottle of wine in a public house, of a sudden stroke. The father thought that Adolph was a weakling and a worthless idler and dreamer; he called him moon-struck, and bullied and beat him".

As a yought, Hitler was a poor painter of landscapes in Austria. Alone, as a boy of 17, in Vienna, he met his first



Jew. Outraged, he asked himself: "Can this creature be a Jew?" and then bursting forth again: "Can he possibly be a German?"

During the war, he won the Iron Cross for velor on the battle-field. In No Man's Land, he captured, singlehanded, seven Frenchmen, who crawled from a dugout when they heard Hitler giving orders to an imaginery company of men.

During his jail sojourn, he wrote a famous book "Mein Kampf", in which he outlined the future policy of the Mazi Farty. He organized bands of ruffians called Storm Troopers, to beat up his opponents.

He capitalized on the brutality of the Treaty of Versailles and promised to smah it.

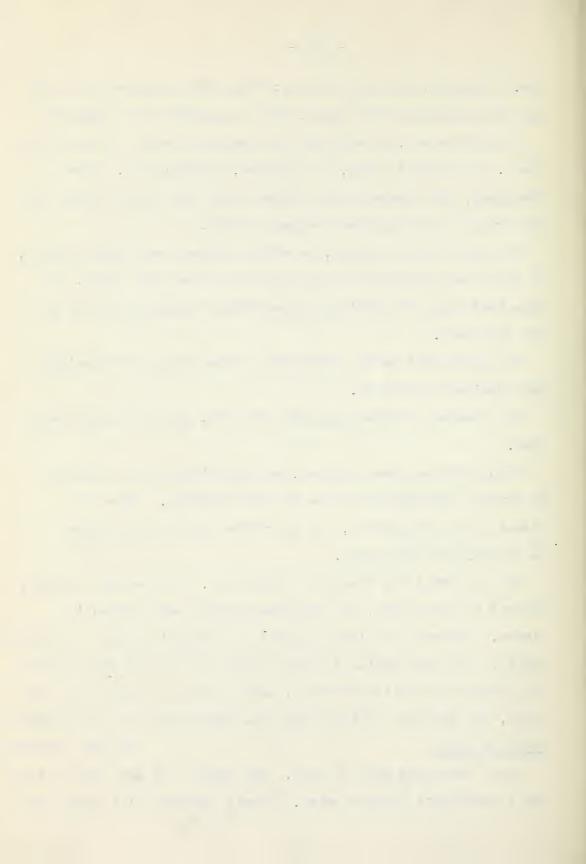
He preached a crusade against the Jews, and his roughs beat them.

Soon after he came to power, he consolidated his authority by having a dutchman set fire to the Reichstag. This was blamed on the Communists, and therefore taken as an excuse to exterminate that party.

He has defied the Treaty of Versailles. He re-armed Germany, entered the Rhineland, and regained control over Germany's rivers. Observers believe he awaits a favorable moment to reclaim Danzig. His war machine is being oiled for the day when Germany will retake the Polish Corridor, make a drive to regain her colonies, and endeavor to bring into one Fatherland all her nationals. Paths of Peace

Stanley Henderson

Yes. Something must be done. But what? We all concede that war is mankind's greatest vice. Surely everyone will agree that



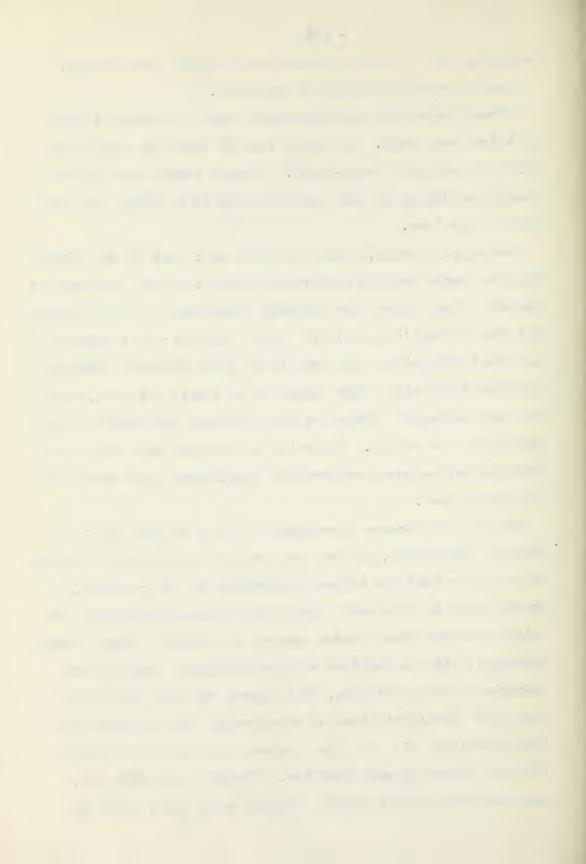
something must be done to avert the impending catastrophe.

Let us search for peace in realities.

First: Peace will not and cannot come by pointing fingers of hatred and scorn. It cannot come by accusing other countries of perpetual wrong-doing. We must accept our share of the responsibility if this generation is to be saved from the fate of the last.

Secondly: Germany, Italy and Japan ask: "Are we not following the paths Britain discovered during the last four hundred years?" Japan asks: "Are Japanese intentions in China different than Britain's in India?" Italy inquires: "Did Mussolini do more to Abyssinia than you did to South Africa?" Germany demands of Britain: "Why should we be denied colonies, when you have so many?" These are the questions the world's havenot powers are asking. Naturally we disagree with their contentions but we must remember our disagreement with them will not bring peace.

Thirdly: Is Germany unreasonable in the demands she is making? Here again, pretend you are eating cheap lard instead of butter so that the beloved fatherland may be re-united. Should Danzig be returned? Should the German territory of the Polish Corridor remain under control of Poland? Should German industrial life be deprived of Upper Silesia? Should a few countries glut on colonies, while those who need them cannot have any? Should millions of pure Germans be separated from the Fatherland? If you were a German you could give the Mitleristic answer to each question. However, not being one, you can guess at what answer a German would give, which is



all that matters if peace is to be preserved.

Fourthly: When Germany recovers these possessions, plowly, as she intends to do, are we going to stop her or will Hitler present us with a series of accomplished facts in defiance of the treaties as he has done hitherto? If we are not prepared to stop him, then common strategy should persuade us to beat him to it. Meet at least some of his demands and thus prevent vast accumulations of hatred from growing greater.

Our Empire has two alternative. It must either make some of the concessions demanded or else it must assume the role of world protector and arm itself so thoroughly it could and would annihilate any challenger. There must be no half-way measures.

Concessions must be made to preserve peace or else aggressors must be smashed into the principalities from which they have sprung. But settlements similar to the Treaty of Versailles must not be permitted in the future. Enormous sacrifices must do more than pave the way for a greater catastrophe.

#### P. N. R. Morrison concluded thus:

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